

**TOWARDS AN EFFECTIVE APPRAISAL MODEL IN THE EVALUATION OF  
TEACHER QUALITY IN TWO DISTRICTS, LIMPOPO PROVINCE**

by

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THESIS

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## **DEDICATION**

This report is dedicated to my family for their support and encouragement.

## DECLARATION

I declare that the thesis hereby submitted to the University of Limpopo, for the degree of Doctor of Philosophy in Curriculum Studies has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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Bokgola M.S

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Date

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## **ABSTARCT**

The purpose of the study was to explain how teacher evaluation is implemented in sampled schools of two districts; Mogalakwena and Waterberg of the Limpopo Province. The interpretive paradigm was followed to investigate how teachers at the sampled schools implement teacher evaluation, Integrated Quality Management System (IQMS). Within the interpretive paradigm, qualitative approach was followed to gain an in-depth understanding of social realities as well as comprehensive portrait of range of attempts, interactions, situations and perceptions. Data collection was done using interviews, observations and document analysis. Twenty-four participants participated in the study (eight principals; eight School Developmental Teams (SDTs) and eight teachers). Principals provided information on how they support, motivate teachers to implement the evaluation system and manage the implementation process. SDTs provided information on how they plan, supervise, coordinate, and monitor the implementation process. The eight teachers provided information on how they classify areas that needed development. The study has highlighted how teacher evaluation, IQMS should be implemented and the methods that may be used to measure teacher performance. The findings revealed that schools were not implementing teacher evaluation, IQMS as stipulated in the IQMS manual (2003), and that this might result in teachers experiencing difficulties in implementing the evaluation system and obstruct the attainment of quality teaching.

## KEY TERMS

Quality teacher

Monitoring

Evaluation

Effective teaching



## ABBREVIATIONS

BEST: Beginning Teacher Support and Training

CPRE: Consortium for Policy Research in Education

DA: Development Appraisal

DSG: Development Support Group

DoE: Department of Education

ELRC: Education Labour Relations Council

EEA: Employment of Educators Act

ETWR: Experienced Teacher with Responsibility

HoD: Head of Department

IQA: Instructional Quality Assessments

IDPA: Intellectual Demand Assignment Protocol

IQMS: Integrated Quality Management System

INTASC: Interstate New Teacher Assessment and Support Consortium

L3: Level 3

LEA: Local Education Authority

LTSM: Learning and Teaching Support Material

NBPTS: National Board for Professional Teaching Standards

NCES: National Centre for Education Statistics

NCREST: National Centre for Research on Evaluation, Standard, and Student Testing

NDoE: National Department of Education

NEEDU: National Education Evaluation and Development Unit

NAPTOSA: National Professional Educators Organization

OECD: Organisation for Economic Cooperation and Development

PM: Performance Measurement

PS: Performance Standard

PGO: Professional Growth Plan

PGP: Personal Growth Plan

PSC: Public Service Commission

SAT: Scholastic Aptitude Test

SBM: School Based Management

SDP: School Development Plan

SDTs: School Developmental Teams

SGBs: School Governing Bodies

School Improvement Plan: School Improvement Plan

SACE: South African Council of Educators

SASA: South African Schools Act

SADTU: South African Democratic Teacher's Union

SEC: Survey of Enacted Curriculum

TIIMS: Trends in International Mathematics and Science Study

TSM <sup>3</sup>/<sub>4</sub>: Teaching Service Management <sup>3</sup>/<sub>4</sub>

UK: United Kingdom

USA: United States of America

WSE: Whole School Evaluation

## **ANNEXURES**

Annexure A: A letter to the District Senior Manager (Mogalakwena)

Annexure B: A letter to the District Senior Manager (Waterberg)

Annexure C: A letter to the circuit manager

Annexure D: A letter to principals

Annexure E: A letter to participants

Annexure F: Interview schedule for the principals

Annexure G: Interview schedule for the School Developmental Teams

Annexure H: Interview schedule for the teachers

Annexure I: Observation guide

Annexure J: Document analysis guide

Annexure K: Performance Standards

## TABLES AND PICTURES

Table 2.1: Table of different routes to effective teaching

Table 2.2: A summary of the implementation and procedures of IQMS

Table 3.1: A hierarchical building of data analysis

Table 4.1: The emerged themes and subthemes

Table 4.2: Information of eight sampled schools

Table 4.3: Summary of data collected from observation

Table 5.1: Proposed model

## TABLE OF CONTENTS

### Chapter 1

<b>Background and motivation for study</b>	1
1.1 Introduction	1
1.1.2 Statement of the problem	4
1.3 Significance of the study	5
1.4 Aim of study	5
1.4.1. Objectives	6
1.5 Literature Review	6
1.6 Recent studies on teacher evaluation	8
1.6.1 United Kingdom	8
1.6.2 United States of America	8
1.6.3 Australia	9
1.6.4 Hong Kong	10
1.6.5 Botswana	11
1.6.6 South Africa	12
1.7 Methodology	13
1.7.1 Research design	13
1.7.2 Sampling	14
1.7.3 Data Collection	15
1.7.4 Data Analysis	15
1.8 Ethical Consideration	16
1.9 Conclusion	16

### Chapter 2

<b>Literature Review</b>	17
2.1 Introduction	17
2.2 Conceptualisation of quality teaching	17
2.2.1 What is quality teaching?	17
2.2.2 Monitoring	22
2.2.3 Evaluation	24
2.2.4 Summarizing quality teaching	26
2.3 The evolution of teacher evaluation system	26

2.4 Purpose of teacher evaluation	32
2.4.1 Different routes to effective teacher evaluation	35
2.4.1.1 The accountability model appraisal	36
2.4.1.2 The central control model	37
2.4.1.3 The self-accountability model	37
2.4.1.4 The consumerist model	37
2.4.1.5 The chain of responsibility model	38
2.4.1.6 The professional model	38
2.4.1.7 The partnership model	38
2.4.2 Staff development model	39
2.4.3 Critique of the accountability and developmental models	41
2.5 The implementation process	43
2.6 The implementation procedures	54
2.6.1 Initial meeting	54
2.6.2 Self-evaluation	55
2.6.3 Pre-evaluation discussion	57
2.6.4 Classroom observation	58
2.6.5 Post evaluation	59
2.7 Challenges in the implementation process	66
2.8 Methods of measuring teacher effectiveness	69
2.8.1 Classroom observation	69
2.8.2 Principal evaluation	72
2.8.3 Analysis of classroom artifacts	75
2.8.4 Portfolios	77
2.8.5 Self-reports of teacher practice	81
2.8.6 Learner ratings of teacher performance	86
2.9 Summarizing effective ways of measuring teacher effectiveness	88
2.10 Conclusion	89
<b>Chapter 3</b>	
<b>Methodology</b>	90
3.1 Introduction	90
3.2 Research Paradigm	90
3.2.1 Positivism paradigm	91

3.2.2 Interpretive paradigm	91
3.3 Research design	92
3.3.1 Participants	96
3.4 Data Collection Techniques	98
3.4.1 Interviews	98
3.4.2 Observations	100
3.4.3 Document Analysis	101
3.5 Data processing and analysis	102
3.6 Quality and trustworthiness of the study	105
3.6.1 Quality of data sources	106
3.6.2 Systematic collection and management	106
3.7 Research Ethics	107
3.7.1 Objectivity of the researcher	108
3.8 Conclusion	108

## **Chapter 4**

<b>Discussion/Presentation/Interpretation of Findings</b>	109
4.1 Introduction	109
4.2 Management and analysis of data collected	109
4.2.1 The summary of the coded sampled schools	112
4.2.1.1 The portrait of School B	113
4.2.1.2 The description	119
4.2.1.3 The portrait of School G	120
4.2.1.4 The description	120
4.3 Presentation of research results	121
4.3.1 Presentation of interviews	121
4.3.1.1 The implementation of IQMS	121
4.3.1.2 Methods of measuring teacher effectiveness	139
4.3.1.3 Strategies of monitoring and evaluating teacher evaluation	146
4.3.2 Presentations from the observations	148
4.3.2.1 The background of the school	148
4.3.2.2 Safety in schools	150
4.3.2.3 Resources	151
4.3.2.4 Classrooms	151

4.3.2.5 The culture of teaching and learning	153
4.3.3 Presentation on the analysis of documents	163
4.3.3.1 School IQMS files	163
4.3.3.2 Meeting documents	164
4.3.3.3 Professional Growth Plans and School Improvement Plans	165
4.4 Outcomes of the evaluation system	166
4.5 Overview of the findings	166
4.6 Conclusion	167

## **Chapter 5**

<b>Summary/Recommendations/Conclusion</b>	168
5.1 Introduction	168
5.2 Summary of the study	168
5.3 Interpretation of findings	169
5.3.1 The implementation of the evaluation of teacher quality	169
5.3.1.1 Vision of the school	170
5.3.1.2 Description of IQMS	170
5.3.1.3 Purpose of IQMS	171
5.3.1.4 Training	172
5.3.1.5 Roles and responsibilities	173
5.3.1.6 Identification of weaknesses and strengths	174
5.3.1.7 Compiling the PGP's	174
5.3.1.8 The development of SIP	175
5.3.1.9 Linking DA with SIP	175
5.3.1.10 Moderation of scores	175
5.3.2 Methods used to measure teacher performance	176
5.3.3 Monitoring and evaluation of the implementation process	177
5.4 Conclusions	178
5.4.1 The implementation of the evaluation of teacher quality	178
5.4.2 Methods used to measure teacher performance	178
5.4.3 Monitoring and evaluation of the implementation process	179
5.5 A summary of the challenges in the implementation of the evaluation of quality teaching	179
5.6 The recommendations	180



5.6. Recommendations on the implementation of the evaluation of teacher quality	180
5.6.2 Recommendation on methods of measuring teacher performance	181
5.6.3 Recommendations on monitoring and evaluation of the implementation	
Process	182
5.7 Proposed model	183
5.8 Contributions of the study	185
5.9 Limitations of the study	185
5.10 Recommendations for further studies	186
5.11 Concluding remarks	186
References	187
Annexure	207

## CHAPTER 1

### BACKGROUND AND MOTIVATION FOR THE STUDY

#### 1.1 INTRODUCTION

Teacher effectiveness has more impact on learner performance than any other factor under the control of an education system worldwide (Muijs & Reynolds, 2012). However, how that effectiveness is measured has remained elusive to researchers because of the on-going debate about what an effective teacher is and what he/she does in class. Besides a lack of clear consensus on what an effective teacher is, there is also no agreed winning method to measure teacher effectiveness. So far, commonly used methods have been included to measure teachers' performance, but not limited to classroom observation designed to measure teacher practices against some these effective standards. The mentioned effective standards were set to measure contributions of individual teachers to their learners' achievement (Makori, 2013; Taylor & Francis, 2010; Judge, Petersen, Bellar, Craig & Gilreath, 2013; Judge, Petersen, Bellar, Craig & Gilreath, 2013).

The South African education system is not an exception to this debate. As an effort to improve the quality of teaching and learning, it has in the past decade or so, undertaken a number of initiatives to introduce an evaluation system called Development Appraisal (DA) in 1998. The DA gives teachers an opportunity to review their daily practices. DA was further developed into Performance Measurement (PM) and reached its final point in Integrated Quality Management System (IQMS). IQMS with three integrated programmes (namely DA, PM and Whole School Evaluation) is informed by Schedule 1 of the Employment of Educators Act (EEA) of 1998 whereby the Minister is required to determine the performance standards of teachers. Each individual teacher's performance is measured according to the stipulated Performance

Standards of the IQMS document. A four point scale is used to verify the level of performance for each teacher. The ratings provided by the Development Support Group (DSG) signify areas that need development as well as strengths of individual teachers.

The purpose of DA is to evaluate teachers in a transparent manner with a view of determining areas of strengths and weaknesses. DA is responsible for the drawing up of programmes of individual development and the drawing up of the Professional Growth Plan (PGP) (ELRC, 2003; DoE, 2003). The 2003 IQMS manual describes PGP as a plan that assists teachers on how to develop within the certain time frame. The matter is supported by Taylor and Francis (2010) and Nkambule (2010) when noting that DA has the potential to identify the individual training and support needed by teachers. PM evaluate individual teachers for salary and grade progression. It affirms the appointments and incentives of teachers (ELRC, 2003). The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of the whole school (ELRC, 2003).

The three programmes came into existence following an agreement between the National Department of Education and teacher unions which was concluded in the Education Labour Relations Council (ELRC) and subsequently signed as the ELRC Collective Agreement No 8 of 2003 (ELRC, 2003). The first phase of the implementation of the three programmes was to run from the 1<sup>st</sup> July 2004 to 31<sup>st</sup> July 2005. The phase was delayed due to the fact that the Department of Education and teacher unions were unable to reach an agreement on how they should be implemented (Baloyi, 2009; Nkambule, 2010; De Clercq, 2009). Teacher unions expressed their dissatisfaction with the late implementation of the IQMS. They indicated that it would be impossible for them to complete proper assessment by July 2005 deadline. In addition, teacher unions indicated that classroom observation was the main area of conflict as they regarded classroom observation as a replica of apartheid-era teacher evaluation and also a humiliating and fault finding mission. However, the Department of Education

maintained that classroom observation intends to support and develop the teachers in delivering quality education. This resulted in the delay and the implementation of the three programmes of the evaluation system, IQMS commenced in January 2005 in several public schools from different provinces in South Africa.

An effective implementation of any educational policy such as IQMS requires commitment from role players and other stakeholders such as the School Governing Body (SGB), principals, teachers and learners. As a result, School SGBs in South African schools should accept the responsibilities of improving the school, participating in setting targets for the school improvement plans, accepting joint accountability and help with the smooth running of the school. In addition, they should encourage active parental involvement in schools. Principals should be strong leaders and managers who facilitate communication within the schools and stakeholders; ensure school effectiveness and teacher professionalism, recognise and comment on good teaching, promote and comment on good teaching, and promote school safety, security and discipline. Teachers should provide quality teaching and guidance that meet the needs of individual learners and the aspirations of local communities and the country as a whole, plan lessons well, master the subject they teach, manage classes well and create a good learning environment. In addition, they should, apply assessments that will make teaching more effective, evaluate the success of their own lessons continuously, and help learners to achieve expected outcomes. Learners should work hard to meet the high academic standards and become life-long learners (Government Gazette no 2251, 2001).

The matter of the commitment of leaders is supported by Maughan, Teeman and Wilson (2012) when indicating that effective implementation of an evaluation system requires effective leaders which would inspire teachers. I align myself with the motion of effective leaders because they would encourage teachers to implement IQMS and also motivate them to change their working practices to effective ones.

Teachers experience challenges when implementing IQMS (Munonde, 2009; Cele, 2008; DoE, 2009; De Clercq, 2009; Risimati, 2007; Steyn & van Niekerk, 2007; Monyatsi, Steyn & Kamper, 2006). Problematic issues concern the following: lack of competence for monitoring and evaluating the processes; inadequate training for teachers; rating each other; difficulty of understanding the relationship between School Development Plan and School Improvement Plan and their functions were not clearly described; unrealistic assumptions regarding teachers daily performance; professional monitoring for development and accountability which leads to tension; poor leadership capacity at district and school level to effectively implement the evaluation systems and manage its dilemmas; and socio-economic background of schools and referring to the learners and their communities. Due to these challenges experienced by teachers in implementing IQMS, the study sought to investigate teachers' experiences, feelings and perceptions about IQMS implementation. The key factors would be on how the sampled schools implemented this evaluation system; the methods each school uses to measure teachers' performance and the strategies used to monitor the implementation processes of IQMS in these schools. The result would lead to a model which could be useful for effective implementation for this evaluation system.

## **1.2 STATEMENT OF THE PROBLEM**

Several interventions to improve the quality of teaching have yielded little or no success (De Clercq, 2009; Day, Sammons, Hopkins, Harris, Leithwood, Gu, Brown, Ahtandou & Kington, 2009). Therefore, the measurement of teacher quality is important to an effective education system, which still remains a mirage. Moreover, it would appear that teachers still encounter problems in implementing an evaluation system that is meant to measure their effectiveness and improve their performances (Cele, 2008). Among the challenges experienced by teachers are the criticisms that the system is complicated with its weaknesses and threats. In addition, teachers complain that the system

ignores realities that face them on the ground, which were for example, that the system is time consuming, has too much paper work and the evaluation system appears as if it is the other department that needs to be managed by people (Nkambule, 2010). Therefore, there is a need to investigate its implementation. The study intends to investigate teachers' experience, feelings and perceptions on IQMS implementation. It also intends to investigate strategies used by the management to evaluate the implementation process.

### **1.3 SIGNIFICANCE OF THE STUDY**

The need to conduct this kind of study is important in various ways: firstly, the role that teachers play in the improvement of education in schools is very crucial. The rise and the fall of any schooling system rest on their shoulders. Therefore, it is imperative that they must be of quality themselves if they were to be the custodians of it. To achieve this objective there is a need to develop a model that would lend a hand to the management to monitor and evaluate the implementation process of IQMS and of the curriculum. Secondly, since the introduction of IQMS, there has not been any credible evaluation, based on empirical data to ascertain its effectiveness to help policy makers improve the education system; and thirdly, the study may contribute to the body of knowledge in the discipline of curriculum implementation. So far, studies on effective models of curriculum implementation focusing on teacher evaluation are limited in South Africa. Such studies are needed when teacher education in South Africa and elsewhere faces considerable challenges of defining what an effective teacher is and what he/she does in the class to provide quality teaching and learning. Studies of this nature are scarce in South Africa, yet so important when teacher education is going through transformation.

#### **1.4 AIM OF THE STUDY**

The aim of this study was to explain how the evaluation of teacher quality IQMS, is implemented in schools of Mogalakwena and Waterberg Districts of Limpopo Province.

##### **1.4.1 Objectives**

The objectives of the study were the following:

- (a) Analyze different processes observed in the implementation of teacher evaluation.
- (b) Describe the current instruments used to measure teacher performance.
- (c) Explore the strategies that are used to monitor and evaluate teacher effectiveness.

#### **1.5 LITERATURE REVIEW**

Different countries had reasons for introducing teacher evaluation with the aim of improving the quality of teaching and learning. For example, in the United States of America (USA), education system introduced teacher evaluation processes to empower teachers professionally and make them accountable (Kimball & Milanowski, 2009); the United Kingdom (UK), introduced the evaluation system to encourage good practice in schools (Jones, 2010); in Hong Kong (Lee, 2008) teacher evaluation was introduced to improve teacher performance; and in Botswana the evaluation system was introduced to change teachers' behaviour towards more effective working habits, provide feedback on their performance and give data to managers (Monyatsi, 2009). The South African education system introduced teacher evaluation system called IQMS in order to: facilitate teachers; determine competence; assess teachers' strengths and areas for development; provide support in opportunities for development; ensure continued growth; and promote accountability and to

monitor the overall effectiveness of the school. Although the reasons differ, they have one thing in common which is the improvement of teacher performance (Lekome, 2008).

Since IQMS was put into place, several studies have been conducted in secondary and primary schools to investigate the implementation of teacher evaluation, its significance and challenges (Monyatsi, Steyn & Kamper, 2006; Dhlamini, 2009). Teachers experienced difficulties in implementing IQMS. These difficulties are evident from empirical evidence whereby some teachers pointed out that the language used within the system is ambiguous and it's rendering design unclear. They also noted that training for the use of teacher evaluation such as IQMS is based on a cascade model and also that there is confusion between the requirements and purposes of different documents provided within the teacher evaluation documentation. Such documents in the South African context include new terms such as School Development Plan (SDP); School Improvement Plan (SIP) and Personal Growth Plan (PGP) which are not clearly defined (Dhlamini, 2009; Stivers & Cramer, 2015). These challenges experienced by teachers as documented in studies encouraged me to attempt to investigate: how sampled schools in Mogalakwena and Waterberg Districts implement teacher evaluation, IQMS; and strategies used by the management to monitor and evaluate the implementation process with the aim of developing a model that will assist teachers to implement it effectively.

As a result, the core ideas followed in the study were: conceptualization of quality teaching, monitoring and evaluation to understand the impact the terms have on effective teaching; presentation on the evolution of teacher evaluation, to understand the origin of the evaluation system worldwide; a discussion on the purpose of teacher evaluation to understand its importance on improving teacher effectiveness; the implementation processes, to gain insight on the evaluation processes; procedures of implementing teacher evaluation to provide insight on how the evaluation process is implemented; challenges experienced by teachers in the implementation of teacher evaluation; and ways of measuring



teacher effectiveness to provide some practical guidance on how to evaluate teacher effectiveness best.

## **1.6 RECENT STUDIES ON TEACHER EVALUATION**

Literature on appraisal systems in United Kingdom, United States, Australia, Hong Kong and Botswana is presented below.

### **1.6.1 United Kingdom**

According to the School Appraisal Regulation, the governing body and the head teacher of the school have the responsibility of exercising their functions under the mentioned regulation. Their responsibilities are to maintain that quality teaching is maintained and teachers perform their duties as regulated (Welsh Statutory Instrument, 2002). The instrument further indicates that the head teacher must appoint an appraiser for every school teacher.

Regulation four (4) and twenty one (21) in the School Appraisal Regulation reveal that the school principal sometimes with the assistance of the governing body, appoint evaluators for teachers at schools. Each teacher is evaluated by one evaluator, the principal or an appointed appraiser (Taylor & Francis, 2010). The United Kingdom implements internal evaluation, although researchers are calling for the introduction of external evaluation because external evaluators will be able to evaluate a number of complete lessons which senior staff is unable to achieve (Jones, 2010). From this model it is evident that they face the same challenge as our system in South Africa. Although in our case the external evaluators are not appointed.

### **1.6.2 United States of America**

In the United States of America (USA) a number of districts developed their evaluation system based on teaching standards. For example, in the Western United States, the principals are primary evaluators of teachers' performance,

but assistant principals conduct evaluations at large elementary, middle and high schools (Kimball & Milanowski, 2009). Jones (2010) supported the matter by noting that teachers are evaluated by principals and assistant principals in large schools because they are the only senior managers at school levels.

Even though principals and assistant principals are evaluators, they faced challenges when implementing the evaluation system. They indicated that the evaluation system presents challenges in time management. Furthermore, it involves increased number of meetings and gathers volume of paper work (Halverson, Kelly & Kimball, 2010). Halverson, Kelly and Kimball (2010) found that principals experienced difficulties in scoring the performance of teachers. They showed a concern that their ratings were considerably different on accuracy and the manner in which feedback was provided to teachers.

They pointed out that principals were experiencing challenges in implementing teacher evaluation effectively, and therefore recommended that there should be an external evaluation. Thus, education district officials or external evaluators have to evaluate teachers to minimize teacher the challenges. The USA's experience of management when evaluating teacher performance looks similar to that of the South African context in the sense that some of the principals, School Development Teams (SDTs) and the DSGs experience the same challenges (Carlson, 2009; Dhlamini, 2009).

### **1.6.3            Australia**

In 2000, the Australian education system introduced three appraisal systems namely: Experienced Teacher with Responsibility (ETWR); the Western Australian Level 3 Classroom Teacher Position (L3); and the National Statement from Teaching Professionalism to measure the performance of teachers (Barbara, Yunke, Robert, Mariana & Kaira, 2009). The ETWR was discontinued because the principals were responsible for all procedures in the making of summative judgement on which applicants' success depended (Desimone, 2012).

The ETWR was replaced by the L3, an external evaluation system conducted by external assessors. The external assessors were selected by the Education Department on the ground of a demonstrated expertise (teachers) who had satisfied the requirement for L3 and trained as peer assessor. The L3 was discontinued because it was implemented only in the Western part of Australia and it was replaced by the National Statement.

The National Statement is a nationally coordinated teacher evaluation system implemented by an external expert to identify teachers who demonstrates advanced standards of teaching practice. Furthermore, it urges teachers to be pro-active in advancing their professional standards (Stivers & Cramer, 2015). Teachers invite external experts to evaluate their performances when they are ready to be evaluated.

After being evaluated by external experts, they are awarded certificates as recognition for mastering their performance standards on its completion. Stivers and Cramer (2015) pointed that teachers in Australia experienced challenges in implementing the evaluation system. Amongst the challenges were teacher's complaints about paperwork and time management.

#### **1.6.4 Hong Kong**

Teacher appraisal in Hong Kong was not a mandatory measure until the School Administration Guide of 2001 included it as part of School Based Management (SBM) scheme (Lee, 2008). The aim of introducing the SBM was to improve the performance of teachers and personnel decision (Yin, 2009). The exercise of teacher appraisal in Hong Kong was diversified. Traditionally, teacher appraisal was carried out by the inspectors of the Inspectorate Division of the Education Department aiming to compare and judge teachers' performance in terms of specified standards in separated dimension. Due to various reasons, most of teacher evaluation took place only when teaches were nominated for promotion by schools. The style of evaluation was fundamentally summative, and the methods used to measure teacher performance were classroom observation

and examination of learners' work. Apart from the nominees of promotion, most of the teachers were never evaluated.

Owing to the recommendation of the SBM, schools were encouraged to implement teacher evaluation. The teacher evaluation system that was adopted focused on accountability purposes. As revealed by Brown, Kennedy, Fok, Chan, Yu (2009), common methods used to measure teacher performance were classroom observation, checking of teachers' and learners' work, while most of the evaluation processes are executed by middle managers of the school. Under the scheme SBM, the school had no choice in setting up a formal teacher appraisal system, but of deciding the model of the appraisal. This is different from how teacher evaluation is implemented in South Africa, because the model that is used at schools is developed by the department.

#### **1.6.5 Botswana**

The introduction of teacher appraisal in Botswana was viewed as a strategy to make schools more accountable. The first National Commission on Education of 1976 recommended the strengthening of supervisory roles by maintaining a close link between teachers and the Ministry of Education. To strengthen supervisory roles and performance, the Government White Paper on Job Evaluation for Teachers was implemented in 1988. It emphasized the need for continuous assessment for teachers. It also proposed reforms that called for massive expansion in education.

Teachers spoke strongly against the evaluation process and as a response; teacher appraisal was born in 1991. It recommended more regular assistance to and professional stimulation of classroom teachers. As a result, an instrument for measuring teacher performance was developed in 1994 and implemented in 2003. The new appraisal is called Teaching Service Management  $\frac{3}{4}$  (TSM  $\frac{3}{4}$ ). The instrument seeks to portray a non-threatening, valid and comprehensive system which would offer teachers the opportunity to learn constructively from their own assessment (Monyatsi, 2009; Chisholm & Chilisa, 2012). Amongst the

challenges with the implementation of TSM ¾, teachers complained about lack of training and that the evaluation system is not implemented according to its guidelines. The Botswana teachers experienced the same challenges as ours.

#### **1.6.6 South Africa**

There have been very few studies concerning monitoring and evaluation of teachers in South Africa and those that are available are limited to urban context. The study intends to investigate how sampled schools in Mogalakwena and Waterberg Districts of the Limpopo Province implement the evaluation system. The focus will be on rural and urban schools.

In South Africa, the aim of implementing teacher evaluation is to transform the character of education. The provision is made to eliminate the imbalances of the past (Carlson, 2009; Cele, 2008; Munonde, 2009). As a result, it aims at correcting the weaknesses of the teachers and focuses on their strengths. In addition, the emphasis should not only be on the outputs namely lesson plans and mark sheets but on also on the context and teaching as a complex process (Steyn & van Niekerk, 2007). However, what seems to be lacking is proper monitoring and evaluation of teachers by the management in schools.

The success of the implementation of IQMS depends on the ability of the management in schools to lead the advocacy campaign, monitor and evaluate processes to check whether the evaluation system had achieved its goals or not. The National Department of Education (NDoE) has commissioned Class Act (2007) and the National Education Evaluation and Development Unit (NEEDU, 2009) to conduct the implementation review of the IQMS. The two identified number of challenges experienced by teachers when implementing it. Some of the challenges were stated in 1.1.

Lessons learnt from the five cases demonstrated that appraisal systems were introduced to improve the quality of teaching which in turn reformed teachers to enhance teaching and learning. They also demonstrated that teachers were

evaluated internally. The only difference is demonstrated when principals were seen as primary evaluators at school levels which differ with the one practiced in South Africa in the sense that teachers are evaluated internally by the DSGs which comprised of the Head of Department (HoD) and the teacher.

## **1.7 METHODOLOGY**

Different studies have used paradigms such as positivism, interpretive, and critical, to explain why something is described the way it is (Hofstee, 2009). The study followed the interpretive paradigm to investigate how teachers at the sampled schools implement teacher evaluation, IQMS to understand their experience, feelings and perceptions about it. The paradigm allowed me to focus on the holistic perspective of the person and the environment which is more congruent with the social discipline. In addition, the paradigm advocates methodological approaches that would provide an opportunity for the voice, concern and practices of participants to be heard (Maree, 2011).

Within the interpretive paradigm, I followed the qualitative approach to gain in-depth understanding of social realities as well as comprehensive portrait of a range of human attempts, interactions, situations and perceptions (Groenewald, 2004). The qualitative approach also assisted me to structure the procedures to be followed in order to collect data from participants, pointing out issues that emerged, analyzing and interpreting the issues (Creswell, 2007).

### **1.7.1 Research design**

In qualitative approach there are several strategies that can be used such as, case study, phenomenological study, ethnographic study and the grounded theory. For the purpose of this study; a case study was used to portray what is likely to be in a particular situation, to have the close up reality and enriched description of participants' experience, feelings and perceptions (Cohen, Manion & Morrison, 2007; Creswell, 2007).

In addition, a case study was used because of the following reasons: the phenomenon is studied within its natural setting; the study involves the usage of multiple methods to collect data; situated within the setting of participants; involves an emergent and evolving design rather than tightly prefigured design; and presents a holistic picture of the study (Creswell, 2007).

#### **1.7.2 Sampling**

A purposeful sampling was used to select four quintile one (1) secondary schools in Palala area in Waterberg District and four secondary schools in Mahwelereng area of Mogalakwena District of the Limpopo Province. The sample comprises of twenty-four (24) participants made up as follows: principals x eight (8); teachers x eight (8); and School Developmental Teams (SDTs) x eight (8) from the teacher component. The participants were selected based on my judgement and the purpose of the study. Therefore, principals were selected because they had the responsibilities: to support and motivate teachers; and use different strategies to manage the implementation process of IQMS so that quality teaching should be a norm at their schools.

The SDTs, whose responsibilities were to plan, supervise, coordinate, and monitor how IQMS should be implemented. In this study, they were selected to provide first hand information on how they implemented the evaluation of quality teaching, identified methods used to measure teachers' performance and strategies.

Teachers, whose responsibility was to classify areas that needed development, were selected to give response on how they have identified strengths and weaknesses. They were also selected because they were the subject of the evaluation process. The selection of the participants in their natural setting is supported by Creswell (2007) when noting that qualitative research often collects data from the participants' field where they experience the problem under study.

### **1.7.3 Data Collection**

Data collection is the process of gathering data from the selected sample using different instruments or methods (McMillan & Schumacher, 2009). Data collected in this study entailed the data instruments and procedures of collecting data with the aim of understanding the phenomenon as well as the experience, feelings and perceptions towards IQMS implementation. To collect a variety of sources of data including information in the form of “words” and “images” the study used the following instruments: interviews to enable participants to discuss their experience, feelings and perceptions about IQMS implementation, (Yin, 2012); observations to offer firsthand account of the situation under study and allow for a holistic interpretation of the phenomenon under study (Leedy & Ormrod, 2010) and document analysis that accounted fully on how IQMS is implemented to provide confirmation evidence of the information obtained from interviews and observations (Creswell, 2007).

The study used semi structured interviews to give me great latitude in asking questions (Yin, 2012). Tape recording and note taking will be used to ensure accuracy of the captured data. The use of individual interviews enabled me to understand teachers’ experience, feelings and perceptions on how they implement IQMS.

### **1.7.4 Data analysis**

Qualitative data analysis takes place throughout the data collection process. While collecting data, consideration was on reflecting onto the impressions, relationships and connections. The aim was to yield significantly and validate answers to the objectives of the study. The process of data analysis was as follows: data was transcribed, followed by the process which involved making a text from taped interviews, observational notes and documents by typing them as word processing document. The process commenced by organizing and preparing data for analysis. Then I read through the data and wrote notes in the



margins about data and then divide it into smaller meaningful units. Further, I would adapt data analysis from Creswell (2007) and Maree (2011).

#### **1.8 ETHICAL CONSIDERATIONS**

Creswell (2007) asserts that most researchers using qualitative design address the importance of ethical considerations. The researcher has an obligation to respect the rights, needs, desires and values of participants. I ensured that ethical issues are considered. They included, obtaining permission to embark on the research from the district, circuit, and principals. I adhered to the principles cited by Leedy and Ormrod (2010) namely; informed consent, indication to participants of the voluntary nature of their participation, assurance of safety in participation, as well assurance of privacy, confidentiality, anonymity and the principle of trust.

#### **1.9. CONCLUSION**

The chapter presented the background for the study and its significance. The problem statement was also formulated. The next chapter presents a review of existing literature on teacher evaluation from the international and South African perspective when implementing evaluation systems in schools.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

In the previous chapter, the background to and motivation for the study, and challenges experienced by teachers when implementing the evaluation system processes were briefly presented. This chapter presents literature on teacher evaluation to understand other researchers' views regarding the implementation of an evaluation system. The chapter is structured as follows: first, the conceptualization of: quality teaching, monitoring and evaluation to understand the impact the terms have on effective teaching; second, presentation on the evolution of teacher evaluation, to understand its origin worldwide; third, discussion on the purpose of teacher evaluation to understand their importance on improving effectiveness in classroom situation; fourth, the implementation processes, to gain insight on the evaluation; fifth, procedures of implementing teacher evaluation to provide insight on how the evaluation is implemented; sixth, challenges experienced by teachers during the implementation; and lastly, ways of measuring teacher effectiveness to provide some practical guidance in how to evaluate teacher effectiveness.

#### **2.2 CONCEPTUALISATION OF QUALITY TEACHING**

##### **2.2.1 What is quality teaching?**

Quality teaching is defined differently by different authors. Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009) and Courtney (2008) when defining quality teaching, they link it with learners' academic performance. Stivers and Cramer (2015) define quality teaching as the process of learners' achievements originating from experiences and interactions with the world.

Dhlamini (2009) and Johnson (2009) described quality teaching as a job performance that includes what teachers do in their classrooms to improve their performance. The first two definitions, link quality teaching with the performance of learners, and the last definition link learner performance with teacher performance. I align with Dhlamini's (2009) and Johnson's (2009) because their definition describes the characteristics of a quality teacher and also they are at the heart of educational improvement.

Any benefit that accrues to learners is made possible by teachers' practices which amongst others may include commitment, mastery of the subject and multiple models of teaching usage. What needs to be investigated is what effective teachers are actually doing at their schools and in classroom situation. The matter of what effective teachers do in their classrooms is supported by Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009) in their studies when they described elements of such a teacher and linked them with: learner performance, the school where the teacher is working, and the relationship of the teacher with community members and departmental officials.

Studies have been conducted on the three elements. First, the National Board for Professional Teaching Standards (NBPTS) on [www.nbpts.org](http://www.nbpts.org); the Interstate New Teacher Assessment and Support Consortium (INTASC) on [www.ascd.org](http://www.ascd.org); and Timperley (2010) highlight characteristics that portrayed a highly accomplished teacher whose performance is linked with that of learners. For example, the NBPTS outlined five competency areas that defined a highly accomplished teacher, and highlighted the following, be committed; have knowledge of the subject(s); manage and monitor the learning process; learn from experience; and be a member of the learning committee. The INTASC described such a teacher as a person who understands: central concepts, tools of inquiry and the structures of the disciplines taught; how learners learn and develop; and how they differ in approaches to learning opportunities that support their development. Timperley (2010) describe such teacher as a person

who plans and prepares work for the day; control the classroom environment; and have professional responsibilities.

These characteristics of a highly accomplished quality teacher have similarities and differences. They are similar because they describe a highly accomplished teacher as a person who does the following: understands the subject content taught, able to manage, monitors learning process and prepares the teaching lessons. The description of a quality teacher by the NBPTS differs from others. It describes a teacher as a member of learning committee. While the INTASC describes such a teacher as a person who knows, understands, and provides learners with opportunities to learn. The mentioned are significant to the study because I believe that learners who are taught by the teachers who: know the subject content, manage and monitor the learning process, understand the development of learners and use different approaches to achieve their goal; their learners might likely achieve good results. However, there might be factors that may hinder the achievement of good results such as the overcrowding; lack of resources; and lack of motivation by senior members (Nkambule, 2010).

Second, Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009) linked quality teacher with the characteristics of the school in which he works. They made known key characteristics of such a school and included the following: a consensus on vision and values; teaching and learning; coherent management arrangements; formal and informal leadership; staff development among members which is implemented regularly and effective relationship with the community must prevail. The matter of linking the quality teacher with the school in which he works is supported by Johnson (2009) when noting that in such a school there is: positive learner performance; teachers and learners were encouraged adhere to ethos of the school; the management inspire teachers to do better; and teachers are attached to other aspects of schooling.

I aligned myself with the fact of teachers and learners adhering to the ethos of the school and attached to other aspects of schooling. The matter is significant

to the study because it might help schools to achieve their goals. The matter is also well captured in the study of Bonesronning, Falch and Strom (2009) when illustrating ways in which teachers and schools may attach themselves to other aspects of schooling. The mentioned ways include: first, the school has a specific approach of encouraging early reading and writing which secondly, fits well and interwoven with the general aim of the school to provide learner-centred education. Third, teachers show a high degree of commitment, activity and engagement in the affairs of the school. Fourth, the school is eager to develop a thorough parent-teacher relationship. Fifth, the school renowned whole school activities and have a high profile in the public, and six, there is a positive climate that exists among staff members characterised by corporative and purposeful management.

The South African education system is not an exception to this debate; it played an important role to enhance high quality of teaching and attempted to influence teachers to be attached to aspects of schooling as captured by Bonesronning, Falch and Strom (2009). The matter is made possible through development of educational policies that set uniform norms and standards for improving quality teaching in schools and govern schools. Amongst the initiated policies, the South African Council of Educators (SACE) developed ethics that put in the picture of what teachers are expected to do in their practices for them to be called quality teachers. In addition, the Curriculum and Assessment Policy Statement which replaced the old subject Statements, Learning Programme Guidelines and Subject Assessments Guidelines in Grades one (1) to twelve (12). Furthermore, the teacher evaluation system called IQMS which its purpose is to facilitate and assess teachers' strengths; determine competence and areas for development; provide support in opportunities for development; ensure continued growth; promote accountability and monitor the overall effectiveness of the school.

Due different educational policies developed the sought to investigate how teachers implement such policies. The mentioned policies may add in making

teachers to be committed to their profession. Johnson (2009) indicated that teacher commitment is a contributing factor to effective teaching and learning. Studies described teacher commitment as the psychological identification of the individual teacher with the school and the subject matter to maintain quality. I align myself with the mention because I believe that committed teachers are motivated to bring quality. For example, such teachers may walk extra mile in matters of schooling and organising morning and afternoon classes, and extra lessons during weekends.

Third, Somo (2009) and Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009) linked quality teacher with his relationship to community members and departmental officials. They indicated that such teachers make best impressions possible to maintain support from their community members and departmental officials. For example, they may allow their facilities and equipment's be used by community members during the evenings or weekdays. Alternatively, heartily welcome the community and departmental officials during visits. In addition, submit early documentation to the department officials. Harris (2008) gave an example of successful schools in European countries having powerful links with their communities and reported that such schools have a variety of ways of involving parents and community members to school matters. For example, encourage community members and parents to offer help either in educational or any other ventures. The aspect of parents and community members offering help to schools is significant to the study because it may directly influence parents to be committed with encouraging their children to be active in educational matters.

The South African government is not an exception to the debate; it took part in a campaign to call individuals and organizations to take responsibility of improving teaching in their locality (NDoE, 2002; ELRC, 2003). The campaign had a great effect in encouraging department officials, teachers, learners and communities to commit themselves to policies of quality education. It also demonstrated to parents, community and the school on how to improve quality of teaching;

described their responsibilities and obligations to education; encouraged them to monitor and support schools, teachers and learners; and also improve the quality of teaching for all children especially the poor.

The three mentioned elements illustrated how quality teaching may be brought in schools. Studies made known that roles played by school management contribute towards the achievement of quality teaching. Harris (2008) supported the matter and note that the mentioned may be achieved through effective roles played by management. Thus, the management encourages and motivates teachers to go an extra mile in their practices. I am in support with the mention because encouraged may do anything to achieve quality goals. They may also put the set uniform norms and standards set to them at heart. The study intends to find how the management may encourage teachers to maintain the mentioned standards and norms. Mathye (2009) indicated the importance of management to bring about improved results and would be through monitoring and evaluating performance, projects and programmes implemented.

### **2.2.2 Monitoring**

Monitoring is the systematic collection, analysis and use of information from projects and programmes for the purpose of: learning from the acquired experience; accounting internally and externally for the resources used and results obtained; and the decisions taken (Mathye, 2009). Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009), and the Organisation for Economic Cooperation and Development (OECD) (2009) defined monitoring as a process that revises projects and programmes that require continuous assessment. Meredith and Mantel (2012) defined monitoring as a process of collecting, recording and reporting of information concerning all aspects of performance that a manager or others in an organisation wished to know. The three definitions described processes that needed to be taken to acquire certain results about something. I found the three definitions significant to the study because they may help schools to implement teacher evaluation effectively. In

addition, help managers to effectively meet up with the intended performance standards.

Judge, Petersen, Bellar, Craig and Gilreath (2011) supported the idea of monitoring aspects of performance because it would enable them to monitor their performance. In addition, the process to record the progress achieved towards meeting desired goals which is quality teaching. Nelson and Harrad (2010) assured that when the monitoring process is implemented accurately, the benefits may be great. I aligned myself with Judge, Petersen, Bellar, Craig and Gilreath (2011) and Nelson and Harrad (2010) because monitoring process might bring a change to schools to implement teacher evaluation effectively and also inspire the management to reveal early signs of the problem encountered during the implementation process. I also found this significant because it would help me to investigate how often teachers were encouraged and motivated to go with the implementation process. On the other hand it assisted me to explore to roles played by the management in monitoring the implementation process.

Literature made provision of examples that might help management to carry out the monitoring process effectively (Nelson & Harrad, 2010). They included the following examples: drawing of goals and plans, formulating strategies to be implemented and described tasks to be undertaken by staff members. The mentioned are significant because they may guide the management towards an effective path of achieving standard of teaching. They may help in formulating and planning strategies of attaining quality. Mbalati (2010) gave examples of such strategies and included: the following: first, quality teaching through observations using the teaching and learning policy which all teachers adhered to. Second, identify subjects to be observed per term; observe quality in those subjects; and give feedback. Third, identify the leaders who will gather evidence about learner's attitudes towards their work. Fourth, analyse the standards attained by learners during the course of lesson observations. This process involved sampling learners' work from a range of abilities within each class.



Fifth, monitors the quality of teachers planning to record any common issues and the passing information to their seniors.

I found the mentioned significant because they might help those in management to plan on the implementation process of teachers evaluation. A concern is whether the management will be able to implement some of the mentioned examples.

### **2.2.3 Evaluation**

Evaluation is nothing new to teachers in their interaction with parents, colleagues, seniors or other stakeholders. As humans, we are inclined to evaluate others and ourselves. At the same time, evaluate our position in relation to that of others. In this study the evaluation process encourages teachers to reflect on what they are doing in class and evaluate themselves regularly (Monyatsi, 2009). In the implementation of teacher evaluation, authors defined the term differently.

DoE (2012); Santiago, Roseveare, Amelsvoort, Manzi and Mathews (2009) defined evaluation as an assessment of completed projects, programmes or policies that have been assessed systematically and objectively. The Public Service Commission (PSC) (2008) defined evaluation as systematic and objective in an on-going or completed policy, programme, and project in terms of its design, implementation and results. Nolan and Hoover (2011) described evaluation as a process which involves assessment of programme subsequent to completion of a learning task in order to make modifications prior using it with similar tasks in future. The three definitions describe evaluation as a process that measures the progress of projects, programmes or policies to make improvements. The definitions are significant to the study because they ensure that systems used to measure the performance of teachers benefit users. In this study the users are the schools, education departments and the community that the schools are part of.

Education departments developed evaluation systems to measure the performance of teachers with the aim of developing him to perform better. To ensure the effectiveness of the evaluation system, its implementation needs to be assessed. Effective implementation may be evaluated through the following steps: development, efficiency, effectiveness, impact and sustainability Jones (2010). He ensured that these steps show the level of the implementation process and checks if the implementation process was a success or not. I found this significant to the study because if the implementation process did not succeed, the management may explore to other strategies that may make them to succeed. Meredith and Mantel (2012) described the importance of such strategies and noted that they would provide with information that sets targets.

Flores (2010) supported Meredith and Mantel (2012) and came up with examples of strategies that might help to achieve success in evaluating a project, programme or policy. The strategies included the following: gaining information on progress towards achieving set targets; and providing substantial evidence as the basis for any warning signal. I think to achieve best outcomes on gaining information on the progress of the set targets using the mentioned strategies, those in management may ask the “*what*” and “*how*” questions. I believe the two questions are important in setting successful goals.

Class Act (2007); NEEDU (2009) and educational bodies such as OECD guided managers and provide with aspects that may use the two questions. The aspects included: standards to be achieved by learners through assessments; progress made by teachers to achieve the set standards; and their attitudes, behaviour and personal development practiced at schools through whole evaluation. I found this interesting because it investigates the level of compliance of schools because it is believed that effective implementation of teacher evaluation might help teachers to perform the first four set standards (refer to annexure K) effectively through teacher development. The study intends to investigate the strategies used by the management to monitor and evaluate the implementation process.

A concern is whether schools are monitoring and evaluating their performances to attain quality. Studies revealed that some schools failed to properly monitor and evaluate how to implement the policy meant for measuring performance in the classroom situation (Judge, Petersen, Bellar, Craig & Gilreath, 2011). Moreover, challenges were due to the reason that some school managers were not trained. The challenges were not experienced by South African schools only, but schools in Washington and the United Kingdom also lacked of resources (Brandt, Mathers, Brown & Hess, 2007).

#### **2.2.4 Summarizing quality teaching**

From the discussion above, it is apparent that the range of issues, concepts and topics that constitute what a quality teacher is, are broad. To understand any existing gap between what constitutes quality in teachers and what needs to be implemented, there are characteristics that describe quality in teachers; and their performance linked with the school and the community in which they teach. I also found that the implementation process needs to be monitored and evaluated by management. The matter is supported by Stivers and Cramer (2009) in the United States. They maintained that quality teaching is viewed as evaluation and monitoring processes which enhance the need of achieving and developing talents to customers of the process and simultaneously meeting accountability standards set by clients paying for the process.

### **2.3 THE EVOLUTION OF TEACHER EVALUATION SYSTEM**

Education systems locally, nationally and internationally developed evaluation systems to: measure the performance of teachers; encourage them to identify their areas of strengths and weaknesses; provide in-service training to enhance subject mastering; and rationalize the curriculum (Judge, Petersen, Bellar, Craig & Gilreath, 2011). To understand teacher evaluation processes, the study looks at its origin.

In the United Kingdom curriculum, school organization, teaching methods and teacher evaluation were determined by the teaching profession and the local education authorities (Taylor & Francis, 2010; Muijs & Reynolds, 2012). After the country's education performed poorly in international surveys of educational achievement attempts were done to improve the overall educational outcomes. Generally, these attempts have involved trying to pressure the system to improve and support schools by providing guidance. The independent national level inspection service, The Office for Standards in Education (OFSTED) was set up to monitor the quality standards of schools.

The United Kingdom experienced challenges with the process of monitoring schools and not the teacher and gave school leaders the responsibility to develop their schools (Muijs & Reynolds, 2012). Towards the end of the 1980's, two landmark studies appeared concerning school effectiveness. The outcomes were based on the assessment of mathematics, writing, attendance, behaviour and attitudes to schools. The lack of interface between school effectiveness and school improvement created some challenges. Then teacher effective policies were developed.

Teachers experienced challenges to implement the evaluation system that is meant to change their attitudes and working methods (Mentor, Moira, Hulme, Elliot & Lewin, 2010). They noted that the challenges experienced by teachers made the education system to investigate if the evaluation system was making an impact. Their findings revealed that teachers were looking for a system that may produce quality in their schools and included: a suitable environment in work that has profound effect on their ability to do their job properly and effectively; and needed tools, systems, and procedures that are simple and can help them in performing their jobs (Stivers & Cramer, 2015).

In USA, evaluation systems operated in silos. (Jones, 2010) reflected on these practices as they were the source for the decline in USA's education provision. Jones (2010) indicated that the decline in education performance began in the

1960's and included elementary and secondary and education at college level. The evidence of this decline included the results on a variety of objective test, first-hand observations by teachers and lack of end products experienced by employers. The decline of quality teaching in the Scholastic Aptitude Test (SAT) scores showed a problematic situation where graduates were found to be incompetent for employment.

Contrary to the decline in quality teaching in USA, (Menter, Hulme, Elliot & Lewin, 2010) indicated that quality teaching measures in the United Kingdom; were introduced to improve the standard of teaching that made many schools experience changes. For example, schools in the United Kingdom promoted job rotation and self-directed work teams. The European government developed the mentioned measures to shift school's focus away from the inspection to the approach that will improve quality in schools. The government emphasized that for schools to improve, there must be constant innovation, and change in the teachers' workplace.

In Australia, Experienced Teacher with Responsibility (ETWR); Level 3 Classroom Teacher Position (L3) and National Statement Professionalism evaluation systems were introduced. The performance in public and private schools was bad. The government introduced management system that intends to produce, service and organizational performance due to underperformance status. The key objective was to improve quality service delivery by the public sector. The Public Sector Management Office supported the government's effort to attain best practice in public sector by ensuring that statutory requirements are met. However, there are no statutory requirements for implementing the process throughout the public sector (Stivers & Cramer, 2015).

The overwhelming evidence showed that even when quality management was applied it still offered vital tools for organizations. The tools helped schools to stay focused, improve their performance and competitiveness on their practices. The poor implementation of results made the government to search for an

evaluation system that was market and stakeholder driven, and focused on the continuous improvement in the organization. It is when ETWR was replaced by L3.

The evaluation system is popular in Australian schools and sets to focus on the efficient achievement of organizational objectives in order to exceed customer expectations and maximize the stakeholder value (Barbara, Yukie, Robert, Marianne & Karia, 2009). L3 in many ways integrated Quality, Environmental, and Safety management systems, which included policy planning, information and analysis; and teachers. The organization was mobilized by these systems to achieve its objective. The drives included leadership and learner customer focus. The results refer to the quality of the process, product, and service.

Botswana is a developing country, which got its independence from Britain in 1996 after been a protectorate since 1885 (Monyatsi, 2009). According to the British economic survey mission report, in 1996 the general state of education in Botswana during independence was very poor and this affected negatively on the work force requirements and the economic, social, and cultural development of the country. This poor state of education has been attributed to the aims of education which focused on producing clerks, interpreters, low-level nursing and teaching staffs, jobs that did not require standards above primary education at the time. Due to this negligence the education sector suffered most. Then the new government recognised the importance of developing teachers.

The government recognized roles of teachers and appointed the National Commission of Education to assist in the matter. Among its concerns, there were the shortage of teachers and the low-level of qualifications to those in the service (Monyatsi, 2009; Chisholm & Chilisa, 2012). Massive expansion of secondary education resulted in shortage of teachers. The Government recommended increasing the number of untrained teachers and recruiting more expatriate staff due to the shortage. The rapid and massive expansion of secondary education was a response to the recommendations from the National

Commission on Education, which was set in 1975. Both untrained and expatriate teachers posed problems for education system in that the former lacked skills and knowledge to effectively handle teaching while the latter lacked teaching qualifications (Monyatsi, 2009).

The government adopted several strategies to solve the problem. First, it had the responsibility to implement recommendations in the strengthening of supervisory and in-service training services. The aim being to maintain closer link between serving of teachers, administration and bringing more frequent help and professional stimulation (Republic of Botswana, 1977; Monyatsi, 2009). The Government required the Director of Unified Teaching Services (now Teaching Service Management ¾ (TSM ¾) a body that employed all teachers in Government schools.

In South Africa, the implemented measures of improving quality of teaching were introduced in 1994 after the evaluation system which was conducted by the inspectorate system. Historically, during the apartheid era, teacher evaluation was conducted by it. The inspectorate system had no transparency in the sense that teachers had no say about the way inspections were carried out (NEEDU, 2009). It was strongly influenced by judgemental approach and did little to develop a climate of support and collegiality in schools. The inspectors were responsible for evaluating teachers' performance, focused on accountability, rejected teacher development and school improvement (Carlson, 2009). In most cases, inspectors would conduct classroom visits observing their teaching in class but did not offer recommendations for development despite identified areas of weakness in them.

This inspectorate system became unpopular with teachers throughout the world. Teachers were dissatisfied the way the evaluation systems were carried out in schools (Mbalati, 2010). The unpopularity of the inspectorate system and its work led to widespread neglect and resistance to performance appraisal in education. The inspection system collapsed in the early 1990s when members

of the South African Democratic Teacher's Union (SADTU) throughout the country embarked on various forms of mass actions to protest against the inspectorate system and apartheid injustices in general (NEEDU, 2009).

In an effort to resuscitate teacher appraisal, the government engaged itself to reform various developmental, implementation and review policies to improve the standard of teaching. The cited process of engagements covered a group of values and principles which served in the development and adoption of policy formulation and production of democratic consensus in the education system; policies that addressed different objects; frameworks that were based on legislation and various policy texts (Cele, 2008; De Clercq, 2009).

A policy of IQMS which is supportive and developmental was adopted from these policies. IQMS was formed at National level by Schedule One (1) of Employment of Educators Act (EEA) no 76 of 1998. It came into existence following agreement between the National Department of Education (NDOE) and teacher unions which was concluded in the Education Labour Relations Council (ELRC) and subsequently signed as the ELRC Collective Agreement No 8 of 2003 (ELRC, 2003). With the same tool the study intends to investigate its implementation to measure quality in the sampled schools.

The mentioned measures from different countries shared information of the origin of evaluation system. They have got advantages and disadvantages. Chisholm and Chilisa (2012) showed some advantages and made known that these systems showed interest in the development of the teacher and encouraged teamwork at school levels which improved the standard of teaching. The disadvantages revealed that some teachers find these policies difficult to sustain their energy and enthusiasm without the support structure around them. In addition, noted that the evaluation system consumed a lot of time.



Studies on teamwork revealed teamwork is an essential component of evaluation system at any school because it improves communication and develops independence. The matter is supported by Flores (2010) when noting that teamwork enables staff members to carry their roles as a team. For example, the facilitators may practice their roles by assisting teachers to make best use of problem solving and decision making tools. The government anticipated DSGs to practice their roles of monitoring teaching process to develop teachers to tackle problems and to arrive to solutions on their own. I support the matter, and believe that teachers who preferred to work in isolation may miss opportunities to learn from their colleagues and therefore will never fulfil their potential.

The strains described may make schools experience difficulties in successfully implementing innovations to teaching which may improve teachers' and learners' performance worldwide (Flores, 2010). Evidence given, indicated that quality is the consequence of deliberate action and commitment by teachers in their classrooms and schools. Therefore the success of policy initiative which focused on quality teaching is the function of goodness between fundamental beliefs of teachers and the values of the school policy being implemented (Chisholm & Chalisa, 2012). I support Chisholm and Chalisa (20102) because the success of teacher quality depends on faithful implementation of departmental policies and not on independent ideas of individual teachers or schools.

#### **2.4 PURPOSE OF TEACHER EVALUATION**

Different countries had reasons for introducing teacher evaluation systems and had a way of solving those who do not perform as required. In the United States of America, it was introduced to empower teachers professionally and make them accountable (Kimball & Milanowski, 2009). They pointed out that teachers were also evaluated to raise salaries. Those who did not perform well were then being legible for dismissal or demotion.

In the United Kingdom, the purpose of teacher evaluation is to encourage and achieve good practice in schools. There was a desire to bring greater degree of accountability into public service and improvement of professional development to teachers. According to Poet, Rudd and Kelly (2010) the evaluation process aims at improving the quality of learner education, by assisting teachers to realize their potential and to carry out their duties more effectively. For this to be realized, the evaluation process should recognize the achievement of teachers in areas that needed development; help them to improve their skills and performance; have potential to help them through appropriate in-service training; counselling those who experience difficulties with their performance, guide, train; and improve the school management.

In Australia, teacher evaluation aimed at improving the overall performance of schools (Pollard, 2010). In Hong Kong, it aimed towards the purpose of accountability and the development of teachers. Desimone (2012) believed that effective implementation of evaluating teachers' strengths and weaknesses can be done through proper evaluation system. In Botswana, teacher evaluation was developed on the basis of changing behaviour towards effective working habits; provision of adequate feedback on performance; and data to managers were identified (Monyatsi, 2009).

It appeared that the purposes of evaluating teachers in the five countries were familiar because they aimed at providing quality education to learners through teacher development. The evaluation system is aimed for compensating hard working teachers and for the dismissal of the incompetent. Subsequently, the evaluation of teachers served the purpose of developmental and accountability. It also encouraged good practice in schools, developing and mentoring teachers experiencing difficulties to perform better and produce quality.

Nelson and Harrad (2010) supported this by pointing that effective evaluation offers potential benefits to teachers and schools. Examples of such benefits may include: first, the identification of individual's strengths and weaknesses,

and indication of how they may be utilized to overcome the weaknesses. Second, reveal problems which may restrict progress and cause inefficient work practices at schools. Third, develop uniformity on teacher evaluation process through regular feedback on performance and discuss possible interventions that may encourage it. Fourth, provide resources to assist succession planning, determine suitability for promotion and training. Fifth, improve communication by giving teachers the opportunity to express ideas and expectations and how to view their progression. Sixth, improve the quality of working life by increasing mutual understanding between the management and teachers.

I align myself with the benefits described by Nelson and Harrad (2010) which provide quality in schools because I believe that teachers who are working where such benefits are prevailing would freely identify areas that need to be developed. In addition would receive support and development from their management. If they are not supported and developed to perform effectively, the quality in such schools would be compromised.

A concern is whether teachers will be able to identify areas of weaknesses and schools are capable of developing them effectively. Studies conducted in the United Kingdom revealed the framework that has been used to develop teachers. The findings revealed that teachers can achieve full educational potential and establish fair, respect, trust, supportive and constructive relationship with learners. Second, gain insight understanding to a range of teaching techniques, which might provide learning opportunities to learners. Third, assist management to familiarize them with the effective implementation valuation and monitoring strategies In South Africa, few studies were conducted in investigating strategies that may help schools to implement the evaluation system effectively. Most of the studies were investigating the implementation process concentrating on the DSGs and the SDTs (Cele, 2008; Lekome, 2008, Baloyi, 2009). To close the gap I intended to investigate how schools implement the evaluation system with the aim of developing a model that would assist them in implementing the system effectively.

#### 2.4.1 Different routes to effective teacher evaluation

Different routes to effective teacher evaluation were developed and each having the starting points as well as the outcome (NDoE, 2004, De Clercq, 2009 Darling-Hammond, Wise and Pease, 1985; Shroyer, Yanke, Bennet & Dunn, 2007). Darling-Hammond *et al*, (1985) on the matter offered a framework for teachers to understand the purpose of evaluation. According to Darling-Hammond *et al*, (1985) there are the 'formative' route for improving teachers' performance and the 'summative' route for judging the performance of teachers which is shown in the table below. Darling-Hammond *et al* (1985) divided the mentioned routes for improvement or judgement into 'individual' and 'organizational' levels which represent the school. The classification of teacher evaluation into 'improvement' and 'judgement' routes may be regarded as the most popular model up to now. Hereunder follow an explanation of each.

Darling-Hammond *et al* (1985) noted that schools were called to be accountable for quality teaching and learning. Monyatsi (2009) supported the matter by pointing out that the introduction of appraisal systems proved that teachers were responsible for delivering quality teaching and learning. While the National Department of Education (2009) reported that the model evaluates schools devoted to quality teaching. Both authors were aiming at achieving quality education. I align myself with both authors for the reason that teachers need to be of quality if they are the custodians of it. If they are unable to deliver, they may be held accountable for their actions. Therefore it is important for them to be evaluated and developed to improve their practices.

		LEVEL	
		INDIVIDUAL	ORGANIZATIONAL
Purpose	Improvement (Formative)	Individual staff Development	School improvement
	Accountability (Summative)	Individual personnel Decision	School status Decision

**Figure 2.1: Table of different routes to effective teaching (adapted from Darling-Hammond et al 1985)**

*2.4.1.1 The accountability model of appraisal*

The motion of improving professional practices was supported by Darling-Hammond et al (1985), when characterizing a climate in education to improve the teacher performance. Characteristics concerned with the improvement of quality; accountability; and efficiency in terms of resources available in schools were revealed. The introduction of teacher evaluation in schools resulted in the increasing of professional awareness; standards of teaching and learning; formulation of developmental structures; and achieved value for money related to resources.

Monyatsi (2009) discussed the nature of accountability in schools using moral accountability, contractual and professional obligations. He believed that teachers were obliged to improve on their performances. Shroyer, Yahnke, Bennet and Dunn (2007) supported Monyatsi (2009) by describing six models which covered accountability for teachers. They are central control, self-accounting, consumerist, chain of responsibility, professional, and partnership models. Hereunder is a detailed discussion of each.

#### *2.4.1.2 The central control model*

Shroyer, Yahnke, Bennet and Dunn (2007) showed concern that contractual employees were obliged to demonstrate what they were paid for. Basically, teachers were to prove that their work constituted of value for money by producing good results to the stake holders. This is supported by Pollard (2010) when noting that teachers were treated as workers who had to deliver teacher-proof curriculum content with specific syllabi and textbooks to learners. According to De Clercq (2009) making reference to Anglophone countries (such as the United Kingdom (UK), United States of America (USA), Australia, New Zealand and Botswana) schools noted that careful crafted approach needed to put positive results in the education system.

#### *2.4.1.3 The self-accounting model*

This model involves schools and teachers monitoring their own activities in an attempt to satisfy the requirements of contracted accountability while holding onto professional autonomy.

#### *2.4.1.4 The consumerist model*

The consumerist model is based on the belief that if schools no longer have a guaranteed clientele, they will have an incentive to compete in order to push up educational standards. This market-oriented approach is criticized by Monyatsi (2009) when declaring that quality is relevant to education, it is a different concept from that which can be applied to the market place. It should be borne in mind that commodities have no moral responsibility. However, literature on appraisal viewed the process of evaluation having a part to play in assuring parents about the quality of teaching their children would receive. This accountability to parents as Monyatsi (2009) noted encourages teachers to be professionally answerable for choosing and implementing an appropriate form of practice.

#### *2.4.1.5 The chain of responsibility model*

Studies revealed that this model was based on acknowledgement of complexity of the relationship between employer, practitioner and the client in the field of education. In this case the employer was the department; the practitioner the schools which had a teacher to implement the evaluation system and attract parents by producing good results. It further acknowledges that different types of educational decisions were considered as the domain of different groups. The main disadvantage was the possibility of the growth of bureaucracy and power struggles between different groups.

#### *2.4.1.6 The professional model*

Monyatsi (2009) asserts that this model avoided the problem pertaining to hierarchy of interests by leaving educational decisions apart from matters on which were contractually accountable, to the judgement of the professional teachers and schools. The professionals by virtue of their training and expertise have to join the service; enjoy professional independence; and make final judgements to define boundaries of their responsibilities. Literature on this model showed that the involvement of explicit individual and institutional self-evaluation on principles of professional practice led to some kind of contractual employees based on what schools might be doing. This conception of professional accountability was taken by Desimone (2012) who asked whether the evaluation was done to prove to those in authority that teachers were discharging responsibilities.

#### *2.4.1.7 The partnership model*

This model is based on the responsibility for educational decisions that lie with a partnership of those affected by legitimate interest, and parties sharing decision making directly or through their representatives. Underpinning the models of accountability, it was noted that they are ideal and being simplified in an attempt to facilitate understanding. It is a truism that teachers in schools are being

called upon to be accountable for their actions. It is the fact that this call might be based on a hierarchical, top-down aim to assess teachers' performance; managerial expertise to monitor and give feedback on employee's objective's consistent task clarification.

Monyatsi (2009) summarized the essence of the accountability model and noted that it identified incompetent teachers; weaknesses in their performance; and provided evidence for any disciplinary procedures. Although teacher appraisal for accountability purpose may be threatening to teachers, it can be necessary with regard that teachers' salary consume very large share of the taxpayers' money, therefore it is logic that there should be mechanisms in place to hold them accountable. Second, newly appointed teachers need to be inducted into the profession, and the summative evaluation techniques become handy as they are objective in identifying the shortcomings that facilitate some remedial actions. Third, individuals join schools with hopes of progressing up ladder for the criteria needed for selection as promotional positions are not in abundance. However, it appears that teachers and their unions are mostly against the accountability model.

#### **2.4.2 Staff developmental model**

In attempt to gain insights into the staff development model, a brief discussion and definitions of what staff development entails were deemed necessary. According to Monyatsi (2009) De Clercq (2009) staff development is a sine qua non for any organisation to be successful in achieving its aims and objectives. The development of human potential is so valuable to the success of any organization that investment towards that goal needs to be directed at identified and proven competencies which lead to senior performance. They further defined staff development as a process to foster personal and professional growth of individuals within a respectful, supportive, positive organizational climate, having as its ultimate aim better for learners and continuous self-renewal for teachers and schools.



In a learning school, professional development assumed equal importance as compared to that of learning. However, there is an emerging trend in teachers becoming lifelong learners as described in the concept of learning organization. The process engages the development of teachers' knowledge, understanding, and skills to improve the daily practices. Desimone (2012) provided a summary of the purposes of staff development from various authors and considered that staff development provided the necessary structure and support for teachers to fulfil growth and improve competencies in doing one's job.

Competencies refer to the skills, knowledge, attitudes or individual traits that are critical to the effective performance of a job; enhance the individual's clinical skills and academic knowledge; enhance the quality of learning; help teachers to keep abreast of new developments; revitalize the teacher in the profession; increase the job satisfaction and develop potential for future work; improve individual and institutional abilities to identify and meet existing and anticipated learners' needs; make effective use of resources in order to implement and achieve the policies of authority and aims of the institution; and ensure that teachers implementing any programme are fully aware of the changes and acquired the knowledge, skills and attitudes to accommodate the new ideas.

It is against the background of teacher evaluation that staff development model of teacher evaluation is discussed. Loucks-Horsley, Stiles, Mundry, Love and Hewson (2010) pointed out that teacher evaluation is increasingly used as a method of identifying the professional development needs of individual teachers. I support their view and declare that teacher evaluation is part of the professional environment because activities that they are engaged in enhance knowledge, skills and attitudes to educate learners more effectively.

Literature on staff development made known that the model is used as a way of identifying professional developmental needs and reflecting common basic characteristics of reflective practice, teacher empowerment and motivation, collegiality and collaboration, teamwork and dialogue, trust and transparency,

and participation (Desmond, 2012; Shroyer, Yahnke, Bennet & Dunn, 2007). Desimone (2012) indicated that celebrating what teachers do; identifying areas of need; assisting their career development; integrating the school and identify their areas of mutual interest; support and in-service training which are required in order to progress; and provide the basis for the school audit and review.

Goldhaber (2009) thought differently from the above and suggested that developmental model should assume professional, collegial, and collective authority. The reason was that the developmental process be placed within the teaching profession; be concern with truth, accurate, and the maintenance of moral. In addition, recognizes the fact that teacher evaluation is to be made by peers, and designed to provide agreed programmes with a shared responsibility to achieve objectives.

#### **2.4.3 Critique of the accountability and developmental models**

From the analysis of the two models, two themes have emerged and divided into summative and formative. The compatibility of the two depended upon the fact that teachers had to adopt an evaluation system. Despite the fact that there were those who partly in support of the compatibility of the two, Monyatsi (2009) emphasized that the co-existence was only possible in theory, but in practice it might raise confusion and role conflict which allows functional blending of purpose.

He further indicated that growth often entailed trust and risk taking, which may be undermined by a fear for accountability. I urge to take an uncompromising view of the integration of the two by succinctly arguing that an evaluation system may fail if there is an attempt to fulfil more than one purpose; it may be used to assess performance in order to reward; and can be used to support and develop teachers and improve the quality of performance, but cannot be used to do both together.

Professional development has gained a lot of popularity from both teachers and their organizations, including principals. This may have resulted from the staff development model which was viewed as a genuine two-way process between the appraiser and appraisee; it took place in an atmosphere of trust and confidentiality; it is based on the belief that teachers wished to improve their performance in order to enhance learning; the key characteristics of the model included negotiation and the philosophy in the support of teaching and managerial development; and it identified the teacher's potential for career development.

It can be unpopular because of its key characteristic had been an unfair demand in the checking of competence; it had been designed to bring relationship between pay, responsibilities and performance; it is judgemental, and teachers questioned the capability, validity and reliability of the instruments used by those making judgements; the model fosters defensiveness as teachers fight to serve their interests and not those of the clients; and provides evidence for disciplinary procedures.

Apparent, there are an ongoing debate on the effectiveness of the complexity that teaching process should always be taken into account when deciding on which course to take; and second, performance appraisal is as important in education as in business, but for different purposes. Nelson and Harrad (2010) and Monyatsi (2009) pointed out that this has been demonstrated during negotiations in Britain and the United States of America where there were no counter views on the introduction of appraisal, or teachers that should be held accountable. What emerged were discussions on how it should be carried out in order to help teachers to be more effective.

The two models demonstrated that teacher evaluation *per se* had a role to play in schools. Although the models represented dichotomous routes, in the final analysis, the main purpose was the improvement of the quality of the teaching and learning. Accountability is an essential tent of life which became more

important in the preparation of future citizens. Those who were charged with the responsibility of moulding future citizens formed human based resources which should be accountable. For them to be accountable they have to be empowered and given necessary support. The development of teachers was pivotal if they had to perform duties according to the expectations of their clients.

Lessons had to be deduced from the effective debate of the two models. The complexity of the teaching process should always be taken into account when deciding on what course to take. PM is as important in the pay or grade progression of the education system.

## **2.5 THE IMPLEMENTATION PROCESS**

To uphold the purposes of teacher evaluation and the idea that it may bring to schools, as brought together by Cele (2008); Gallie, (2007); Monyatsi, (2009); Steyn and van Niekerk (2007) and DoE (2003) suggested questions may help those in the management to implement the evaluation system effectively include the following: first, who would conduct the appraisal (IQMS manual, 2003); second, what training should be provided for the appraiser and appraisee? (Monyatsi, 2009); third, what would be appraised, fourth, what criteria to be used (ELRC, 2003); and fifth, which data would be collected for appraisal (Gallie, 2007)?

Apparently, teachers who were in the management experienced difficulties in answering some of the stated questions. This became evident on studies conducted by Khumalo (2008), Nkambule (2010), Baloyi (2009) and Mathye (2009) when reporting that there was inadequate training; not knowing about the purpose of evaluation system, and terminology.

Khumalo (2008); Cele (2008) noted that the principal, SDTs, DSGs and teachers were responsible for carrying out the evaluation process. IQMS manual (2003) stated that principals have responsibilities of putting the

evaluation process into action, trained teachers; manage the implementation process; liaise with teachers and the district to coordinate the provision of developmental programmes; monitor the process; mentor and support them; coordinate DA process; develop the School Improvement Plan (SIP); and link SIP with the School Development Planning (SDP). Some principals shifted their responsibilities to deputy principals and HODs (Nkambule, 2010). This caused the slow implementation of IQMS in South African schools. I believe that principals should be active leaders who should motivate teachers to implement the evaluation system effectively. They should be part of the SDT and be exemplary by being the first ones to be evaluated so that teachers can follow suit.

The SDT component should comprise of members of the SMT, the principal and teachers. They have the responsibility of ensuring that all teachers are trained on the procedures and processes; coordinate activities pertaining to staff development; prepare and monitors the management plan; facilitate and give guidance on how DSGs have to be established; prepare a final schedule of DSG members; together with the SMT, develop the SIP based on the information gathered during the process; provide all necessary documentation to the principal for him to submit to the district on time; and coordinate ongoing support provided during the two developmental cycles each year (ELRC, Resolution 3, 2003).

The DSG's main purposes is to provide mentoring and support; assist teachers in the development and refinement of PGP and to work with SDT in incorporating plans for development in SIP; evaluate teacher for developmental purposes and the summative evaluation at the end of the year for PM; and verify that the information provided for PM is accurate (IQMS Manual, 2003).

Teachers have the responsibility of evaluating themselves to identify areas in need of improvement. This helps them to become familiar with the instrument used for DA and PM; reflect critically on their performance and set own targets

and timeframes for improvement; make inputs of when will the observation takes place; measure their progress and success; and build on them without becoming depended. A concern is to find whether principals, SDTs and teachers know their roles in the implementation of IQMS.

These cases seem to differ from the ones implemented in other countries. For example, in USA teachers are trained by Local Education Authority (LEA) and the governing body of the school to manage and control the evaluation system. LEA is the controlling body of all maintained nursery schools. The principals are primary evaluators (see 1.6.2) and they evaluate teachers' community and foundation specials in voluntary schools (Desimone, 2012). The assistant principals conducted evaluations in large elementary, middle and high schools (see1.6.2).

In Australia, external evaluators were elected and have the responsibility of ensuring that procedures were implemented as stipulated in the National Statement. Teachers invited external evaluators to monitor their performance when ready. After being evaluated by the experts they were awarded certificates (see 1.6.3).

In Hong Kong, schools were encouraged to implement teacher evaluation. Principals and management staffs were given the responsibility. They explained the needs and direction of the school. They described details of the evaluation, and left final decision to professional examination and judgement of teaching staff. Teachers engaged extensively in essential issues of the school (Mo, Connors & Yin, 2009).

In Botswana head teachers ensured that evaluation process is implemented as stipulated in TSM ¾ (Chisholm & Chilisa, 2012).

Regarding the question on training for the appraiser and appraisee, studies revealed that training laid a foundation for the success of teacher evaluation implementation (Nkambule, 2010; Dhlamini, 2009). This is supported by Harns

and Sass (2007) when noting that training was a prerequisite for the success of the implementation process. The IQMS manual (2003) pointed that training addressed issues relating to how the system should be implemented. I believe that the slow implementation of the evaluation resulted from teachers who did not know how to implement the process. If they were well trained, they would be able to examine their own actions, identifying areas of weaknesses and strengths.

Studies revealed that teachers experiencing challenges because DSGs were experiencing challenges in rating them, the rating process was compromised by linking the rewards with teacher performance (Kanyane, 2008; Baloyi, 2009; Mathye, 2009; Khumalo, 2008). This has caused subjectivity since no one wished to forfeit the benefits attached to good performance. De Clercq (2009) recommended that DA and PM should be separated so that the purpose of the former can be achieved. Teachers look to attain one percent for pay or grade progression. In that regard there is a need for them to be trained to be aware of the purpose of DA and PM.

Challenges experienced by schools during implementation of evaluation system, is that they found themselves in unmanageable circles that led teachers agree to score themselves without being evaluated (NEEDU, 2009). Studies revealed that evaluation forms were filled in after school or during the weekend for the sake of pay progression because of inadequate training and too much paperwork added to the work load that they already have. I align with the opinion with Mathye (2009) when pointing out that the implementation process should be understood as a more evolutionary learning process, rather than as the kind of policy implementation sequence which was put forward. The forms would be developmental if they were filled during the evaluation process and not during weekends.

The mentioned challenges differ with those experienced in developed countries. For example, in the USA, the education system practices the implementation

process differently as South Africa. Kimball and Milanowski (2009) revealed that all evaluators in the districts were trained on aspects of teacher evaluation including the understanding of the performance standards; interpretation of different rubric levels and the procedures to be followed. They further indicated that training in schools was a one-time endeavour offered when the administrator was new in the position or when districts implemented a revised teacher evaluation system. In South Africa this is different, advocacy training is provided by the Department of Education officials to a number of teachers per school. Subsequent to advocacy training, a follow up training takes place before the system is implemented at schools (Cele, 2008; Baloyi, 2009). This means that advocacy training precedes the actual training of evaluators to enable them to implement it effectively.

If training is successful it would raise awareness, information giving and skills training. It is believed that when teachers have understood the roles and importance of the evaluation, the process would then be carried out smoothly and regularly in an atmosphere of honesty and trust. In cases where training lacks, negative attitudes by teachers regarding evaluation will prevail (Charlotte, 2007). I support Charlotte (2007) because I believe that teachers struggling to implement this evaluation system have never received proper training. Thus, it is important for teachers to be trained, goal-directed in the implementation of this process. They must acquire skills on how the process should be implemented to enable them to make judgements about their performance.

Pertaining to the question that what is to be evaluated and which criteria could be used. In USA and the United Kingdom, a line had been drawn between the newly qualified and experienced teachers. There are standards that are used for the newly qualified and those for the experienced. These standards are organized into inter-related sections which describe the criteria for awarding the teacher. Professional values and practice outline the attitudes and commitment to be expected to anyone who qualifies to be a teacher. These standards have been derived from the professional code of general teaching council. Such



standards noted that teachers should understand the central concepts, tools of inquiry and structures of the discipline. The implication is that teachers must be conversant with the subjects they teach.

Teachers were expected to have necessary planning, monitoring, assessment, and classroom management skills to enhance effective learning and teaching. Newly qualified teachers are expected to be confident in subjects that they teach. They need to have a clear understanding of how learners' progress and which methods are expected to achieve quality. In a nutshell, teachers were required to have necessary knowledge, skills, and understanding of the subject taught.

In Australia, teachers' performance was measured using different standards developed to reflect the degree of expertise and reference acquired. These standards were generic in nature defining knowledge, skills and abilities applied to all teachers. In addition, those standards amongst others include flexible structures and innovative learning experience for individual groups; contribution to language, literacy and the development of numeracy; construct intellectually challenging learning experience; construction to relevant learning experience that connect with the world beyond school; and construction of inclusive as well as participatory learning experience (Desimone, 2012).

Teacher evaluation principle stipulates that the system had criteria instruments to evaluate teachers. The South African education system illustrated that teacher performance should be evaluated using the Performance Standards referred in annexure K. The first (1<sup>st</sup>) seven (7) standards are applicable to all post level one (1) teachers; the ten (10) to Post level two (2) teachers (Head of Departments) and twelve (12) standards to deputy principals and principals. A description of each Performance Standard follows.

The 2003 IQMS manual described the Performance Standard (PS) as follows: PS one (1) is about lesson planning, preparations, presentations and the

management of the classroom. In this PS, the teacher is expected to demonstrate competences in planning, preparation, presentation and management of learning programmes which enables the learners to actively participate and be successful in the learning process. The performance criteria for PS one (1) are as follows: lesson plans are clear, logic and sequential; the lesson plan includes teaching methods and procedures appropriate to the outcomes; the teacher is able to use knowledge of learners to create educational experience; that the teacher is able to demonstrate his knowledge of the learning area and conveys it clearly to learners; he is able to provide clear instructions and expectations that are matched to learners needs and involves learners in the lesson in a way that supports the development of their skills and knowledge.

PS two (2) demonstrates adequate knowledge of curriculum and learning progress. In this PS, the teacher is expected to possess appropriate content knowledge which demonstrates the creation of meaning learning experience. The performance criteria of this PS are as follows, the teacher is expected to have: knowledge of the learning area; skills for presenting the learning area; goal setting; and involvement learning in programmes.

PS three (3) evaluates how teachers plan the preparation lesson plans and evaluate if there is evidence that the teachers' lesson fit into a broader learning programme. The PS expects teachers to demonstrate competence in planning lesson preparation, presentation and management of the learning programme. The criteria for this PS are: planning; presentation; recording and management of learning programmes.

PS four (4) evaluates how the teacher monitors and assesses learners. In this PS, the teacher is expected to demonstrate competence in monitoring and assessing learner progress and achievement. The performance criteria for this PS are as follows: the teacher has to: apply a variety of formal and informal assessment techniques to enhance and monitor learners' knowledge and skills;

monitor and marks learners' work on regular basis; provide feedback to learners regarding the quality of performance; maintain accurate records of learners' work and performance; and demonstrate understanding of assessment policies.

PS fifth (5) evaluates professional development in the field of work and participation in professional bodies. In this PS, the teacher is expected to engage him/herself in professional development activities with his own goals and objectives and that of the school. The expected performance criteria are as follows, the teacher should be able to; participate in school and district in-service activities; demonstrate a willingness to acquire new knowledge and additional skills; participate in professional activities; stay informed regarding policies and regulations applicable to his/her position; and share information obtained from professional opportunities with colleagues.

The sixth PS evaluates teachers in regard to human relations and his/her contribution to school development. Here the teacher is expected to engage him/herself in appropriate interpersonal relationships with learners, parents and staff and contribute to the development of the school. The expected criteria for this PS are, the teacher has to: create and maintain sound human relations with and amongst colleagues and learners; express views and ideas and also listen to others in a professional manner; handle confidential information and difficult situations ethically; develop cooperative partnership with parents and members of the school community; demonstrate transparency and offer advice and constructive criticism; and demonstrate respect, understanding and acceptance of different racial, ethnic, cultural and religious groups.

The seventh PS is on extra-curricular and co-curriculum participation. The teacher is expected to participate in extra-curricular and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners. The performance criteria of PS 8 are as follows, the teacher is expected to participate fully in schools' activities and encourage

and ensure that all learners are given an opportunity to participate in extra-curricular and co-curricular activities.

The eighth PS evaluates teachers' skills on leadership, communication and servicing the governing body. In this PS, the teacher is expected to provide an environment that creates and fosters commitment and confidence among colleagues, learners, the governing body and the community. It further expects the teacher to communicate and interact effectively with all stakeholders to ensure that all relevant information is both accessible and understood. The performance criteria for the seventh PS are as follows, the teacher has to: encourage teamwork and empower his/her colleagues; implement systems, structures and present innovative ideas; act decisively in terms of priorities and opportunities; consult effectively with all stakeholders on issues that affect him/her; give regular and open reporting back on issues affecting stakeholders; be open to criticism and alternate view points; and support the governing body to function effectively.

The ninth PS is on administration, the evaluation of the teacher is based on how he/she administers resources and records to ensure the smooth functioning of the school. The performance criteria for this PS are as follows, and teachers are expected to: use resources in a way that is guided by goals and strategic priorities to facilitate teaching and learning; give proper instructions and guidelines with regard to administrative duties to be performed; ensure that all the records of the school accounts are properly kept in terms of financial measures; ensure that a journal containing a record of all-important events associated with the school are kept; ensure that the premises, care and maintain the buildings and equipment; ensure that departmental circulars and other on formation received which affect teachers are brought to their notice timeously; ensure that complete records are maintained are maintained in respect of all aspects associated with the school; and ensure that the school is ready for operation on the first school day.

The tenth PS is on personnel. The PS evaluates how the teacher manages and develops personnel under his/her supervision in such a way that the vision and mission of the school are accomplished. The performance criteria for this PS expect the teacher to: manage teachers by applying the principles of democracy and acknowledge the labour and other rights of the individuals; guide and supervise the work of all teachers; ensure workloads are equitably distributed among the teachers; offer professional advice to teachers where necessary; ensure that teacher training and mentoring programmes are developed, implemented and evaluated; and implement measures and processes which are aiming at developing human resource.

The eleventh PS is about decision making and accountability. The PS evaluates teachers on how he/she establish procedures that ensure democratic decision making and accountability. The performance criteria expect the teacher to: create structures that ensure the active participation of all the stakeholders; ensure accountability by members of the staff, learners and parents; consistently make timely, sound and decisive decision where necessary; and take responsibility for the decision made.

The twelfth PS is about strategic planning, financial planning and educational management development. In this PS, the teacher is expected to display competence in planning and managing the school. The expected performance criteria are as follows, the teacher has to: collect background information to assess current and future needs of the school; manage the budget through careful and on-going monitoring; is aware of and implement appropriate management procedures in the school, including consultation, decision-making, leadership, accountability and development; and implement strategies which enhance the learning and teaching capacity of the school through appropriate democratic management.

For Post level one (1), if a teacher performed excellently, he/she got a total score of twenty-eight (28) from seven (7) Performance Standards each made

up of four (4) criteria. The Head of Department (HOD) has an overall of forty four (44) criteria from ten (10) Performance Standards while the principal and his deputy have fifty two criteria from twelve (12) Performance Standards.

A guide that may help teachers to use the instruments as prescribed in IQMS manual (2003: 4) is described as follow. It proclaims that Performance Standards (PS) appeared at the top of the instrument should be followed by a broad statement of what the expectations were. Questions given from the observation forms were rated according to standards. Each Standard consisted of a number of criteria that were illustrated using four performance level descriptors or performance indicators. The criteria on the form are labelled (a), (b), (c), and *etcetera*. The mentioned criteria should correspond with the performance descriptors/indicators which were given and labelled as stated. Whilst all the criteria are grouped together under each level of performance (Performance Level One (1): (a), (b), (c) and *etcetera*. Annexure K gives an example of a template on how scores are filled.

Teachers were required to rate their performance in the space provided. Thereafter the DSGs may alter or leave the rated scores according to how they viewed the presentation of the teachers during observations. The questions is, are teachers' rates reflecting what they are truly practicing in classes, or are they scored high for salary or grade progression? The intention of the study is to investigate how they implement the evaluation system.

The question that asked which data to be collected for appraisal may be expressed as follows. The 2003 IQMS manual ordered that performance indicators should be used on the basis of the performance of teachers. Data gathering is the most problematic and least understood component of the appraisal process (Class Act, 2007). Studies conducted in the Province proved that point by noting two functions of data gathered. Studies revealed that data gathering was important to: provide information of the appraisal interview,

inform the appraisal report and act as a professional developmental activity (Steyn & van Niekerk, 2007).

To gather data there were many possible sources of data that assessed the performance and included: teacher interview; the teacher's knowledge of the subject matter; peer review; classroom observations; learner surveys; learner achievement; staff evaluation; and self-evaluation. Thus, it is important that those in management have plans on how they were to implement the process, have strategies to monitor and evaluate how they IQMS was implemented to achieve their goals through it. This explains that they should have convened meetings to discuss factors against which performances would be reviewed. The ELRC (2003) advised that such meetings could be held at the beginning of annual cycles. A concern is to investigate sources of data schools use to measure teacher performance and explore to the strategies used by the management to evaluate their progress.

## **2.6 THE IMPLEMENTATION PROCEDURES**

The above mentioned led to a set of procedures to be followed to harmonize the evaluation process and goes through stages: the initial meeting; self-evaluation; pre-evaluation discussion; classroom observation; post evaluation; monitoring; and the formal review meeting. Each of the mentioned procedures is explained in detail.

### **2.6.1 Initial meeting**

The 2003 IQMS manual indicated that the initial meeting served the following purposes: confirm the purpose and clarifies the context of the evaluation process; consider the teacher's job description; agree on the scope of the evaluation process; be in agreement on the scope of the evaluation process in identifying areas of weaknesses which need to be developed; be of the same opinion on the arrangements for classroom observation, subject to the requirement of the programme; be in agreement on the methods other than

classroom observation by which data for the evaluation process should be collected, subject to the requirements of the programme; be in agreement on a timetable for the evaluation process; be in agreement on the number and length of classroom observation to be carried out; and be in agreement on who will be involved in providing information.

Goldhaber (2009) and Gallie (2007) claimed that although the initial meeting may not be compulsory, it played an important role in developing a cooperative spirit, and set the scene for all that follow. I disagree with them when stating that initial meeting may not be compulsory. It should be compulsory because of following reasons stipulated by the ELRC (2003): That is, the teacher and his/her DSGs to feel at ease with each other, to develop a mutual trust which is based on notion of geniuses and empathy. It is only when such ethos has been created that a genuine conversation may take place. As a result, initial meeting is important in the evaluation process because it pre-facilitate the other stages such as self-evaluation.

#### **2.6.2 Self-evaluation**

Mentor, Moira, Hulme, Elliot and Lewis (2010) assert that self-evaluation is an important element of teacher evaluation. In spite of its importance, in some countries such as the United Kingdom, it has not been legislated because it is assumed that it lacked integrity (Desimone, 2012). Desimone (2012) further indicated that self-evaluation may be extremely difficult for teachers to keep a balanced approach to self-analysis and avoid the extremes of self-glorification and self-denigration. He further noted that weak teachers may overestimate their skills and performance whereas the best teachers may equally underrate and undervalue themselves for their standards are likely to be higher. Evidence of the difficulties of self-evaluation had been highlighted by Timperley (2010) when noting that teachers found that to tackle the self-evaluation process with rigor was potentially a traumatic and frustrating experience. Their reason were: they thought that the self-evaluation process encourages isolation of individuals;



leads to poorly acclaimed intuitive interpretation of needs; and needs backing up by relevant professional training which the current political climate and organizational pressures are unlikely to sustain.

Yin (2009) demonstrated that there were indeed benefits accruing from the self-evaluation process. He argued that the self-evaluation process focused on teacher's perceptions and developmental needs related both to their present performance and foreseeable changes. He also argued that self-evaluation process should be related to arriving at the focuses of the whole evaluation process. Monyatsi (2009) and Baloyi (2009) supported the matter and noted that self-evaluation process provides the appraisee with an opportunity to set parts of the agenda so that the process is driven primarily by the appraisee's needs, hopefully within a school context. I am supporting the matter because self-evaluation provides the teacher with time to reflect on success and failures, and strength his/her and weaknesses.

If self-evaluation is encouraged and carried out properly as stipulated in the 2003 IQMS manual, it can benefit the smooth implementation of teacher evaluation in schools. The 2003 IQMS manual identifies some of the benefits as: individual teachers take responsibility for their own needs; teachers able to identify significant dilemmas; and teachers getting immediate feedback on their performance, through continuous process of evaluation. Monyatsi (2009) illustrated vital roles played by self-evaluation when purports that it benefits teacher in number of ways such as, it can: assist in making the evaluation process a genuine two-way process, particularly in the discussion of teacher's performance, priorities, and developmental needs; enable the teacher to clarify his/her perceptions and priorities; encourages the teacher to undertake regular reflection about his/her work; leads to greater towards the achievements of agreed targets; and provide solutions to problems which are preventing the teacher from performing effectively.

In conclusion, self-evaluation may be regarded as a stage where teachers are encouraged to review and reflect on their practice to identify any concern they may have in their duties. This may be the preparatory stage for the summative evaluation which before commences a pre-evaluation discussion between the DSG and the teacher should be done. The DSGs are identified after the self-evaluation process. When identifying the DSGs it is important for the school to organise a hierarchical mode (IQMS manual, 2003).

The most logical structure for the evaluation process is for each teacher to be evaluated by the senior and by the peer teacher. For example, Head of the Departments (HoDs) have to evaluate post level one teachers, deputy principals evaluate HoDs and deputy principals be evaluated by the principal. The principal as the manager of the school should be evaluated by the circuit manager. It seems as if most principals are not evaluated by circuit managers. According to the 2003 IQMS manual it is indicated that principals should be exemplary to teachers. If they are not evaluated, teachers may not see the importance of being evaluated either.

### **2.6.3 Pre-evaluation discussion**

Pre-evaluation is a discussion between the appraiser and appraisee on the focus of the evaluation. During the meeting the following are discussed: the observation, the time and place of observations, the degree of appraiser involvement, sitting arrangements, informing the learners; and also agree on time and place for feedback (Mathye, 2009). After observing the lesson, the appraiser should guide and develop the appraisee in terms of his presentation. In addition, he must listen to appraisee's suggestions; encourage the appraisee to decide on how evidence might be best collected and recorded to provide basis for professional discussion; agree on the observation style, and determine the appraisee's lessons aims; time and place for feedback. It is important for appraisers to establish rapport with appraisees before doing the observations. The question may be, are the DSGs able to arrange meetings with teachers to

discuss how classroom observation be conducted. The study intends to investigate how teachers were evaluated to maintain quality.

#### **2.6.4 Classroom observation**

During observation, the appraiser and the appraisee may decide upon the focus points of observation. The focus points may be based on the strengths and weaknesses identified by teacher during self-evaluation. During the observation session, the following methods outlined by Goldhaber (2009) may be helpful.

Goldhaber (2009) outlined the following methods and indicated that they may be used as an attempt to put the observation method in an opening recording. The appraiser may use a blank sheet to note down key points during the lesson, or use a form of shorthand/longhand and rapidly record events. Second, tally system in order to place down a tally or tick every time a particular event occurs against predetermined agreed criteria. When using the tally system, a mark may be endorsed when a teacher praises a learner for the outstanding work done. Third, timed systems, the process where appraisers scan the classroom at predetermined intervals. For example, he/she may jot down what happened during the observations or put a mark under one series of the predetermined categories about classroom events. Fourth, prompting questions, through this stage he/she may award the teacher for asking questions that provide answers to a series of questions on the work done in class. Fifth, diagram is needed where the appraiser records events on a diagram that is given to learners in class.

Thus, it is for the appraisers to decide which of the above methods of classroom observation criteria would be appropriate for their circumstances. Although there may be many possible answers, the most usual methods are open recording and prompting questions. It is also important for them to record

observations in one form or another because, it might be difficult to remember detailed facts after time lapse. Recording observations help the team to be objective during the appraisal session. Steyn and van Niekerk (2007) does not object the outlined method, and indicated that numerous kinds of appraisal forms were used in which one is employed. They indicated that the form has the following: learning outcomes of the lesson; teaching materials used during the presentation; participation of learners; questioning techniques; appearance of the classroom; learner and teacher behaviour.

The other form that might be used during observation sessions are categorized as: the pre-observations and the items that are observed by the management during the session. They include the venue; number of learners; gender balance and how the teacher prepares for his/her lesson. In addition, the teachers' lesson plans and presentation are observed. This explains that the developmental team observes evidence of planning; usage of study materials; presentation of content; general communication skills, usage of questioning in classroom, non-verbal communication; work matched to learners' development, ability and prior-knowledge; and achievement of intended outcomes.

In addition, DSGs observe the relationship of the teacher with learners in class. They check whether the teacher has established a rapport with learners; involving and supporting them during learning activities. Prior to the appraisal, the appraisers must look at the organisation of the room and resources to be used; clarity of instruction; the duration of the lesson. It is important for the appraiser(s) to remain in the class for the entire lesson (Squelch & Lamer, 2008; Baloyi, 2009).

#### **2.6.5 Post evaluation**

After the completion of classroom observations and updated teacher's portfolio, the appraisers have the responsibility of giving feedback to the appraisee (IQMS manual, 2003). The aim of obtaining data from classroom observations and teacher's portfolio is to influence positive performance to the teacher for

him/her to perform better. Feedback is done in a variety of forms, such as; it may be verbal or non-verbal. In both cases, there is an initial need to decide on what exactly to advice (Mathye, 2009).

For effective feedback, the following guidelines as stipulated by Squelch and Lamer (2008) may be useful: first, feedback should be given as soon as possible (usually within forty-eight (48) hours of observation) so that the teacher is not kept in the dark; the feedback should be based on evidence. Second, it should provide constructive, fair, and open feedback. In addition, criticism needs to be constructive, since the main purpose of any appraisal is to help the teacher improve his/her performance. Third, those in management should make sure that feedback is positive even if it is critical. Fourth, feedback has to collaborate with the teacher's opinion to form part of the evaluation. Fifth, the appraiser and appraisee should sit next to each other. Sixth, the appraiser should state the questions clearly. They should avoid using rhetorical questions. Seventh, they should be sensitive to nonverbal communication cues; listen attentively while the other person is talking; and not allowing interruptions.

With the mentioned guidelines, the study intends to show the importance of feedback sessions. It explains that the appraiser should consider certain issues for the feedback sessions. Those issues include setting aside sufficient time for a meaningful discussion. This would be done by determining the date and time in advance. Part of planning include that the session should conducted in a comfortable, non-threatening environment. There should be no interruptions during the session. Appraisers should obtain all the information needed about the appraisee before the session. Good preparation by the appraiser, appraisee, and sound organisation are essential for an effective session (Squelch & Lamer, 2008).

It is important that after the feedback the appraiser draft a report that would account on decisions reached. When drafting the report they should bear the following factors in mind: the trust and transparency factors. The mentioned

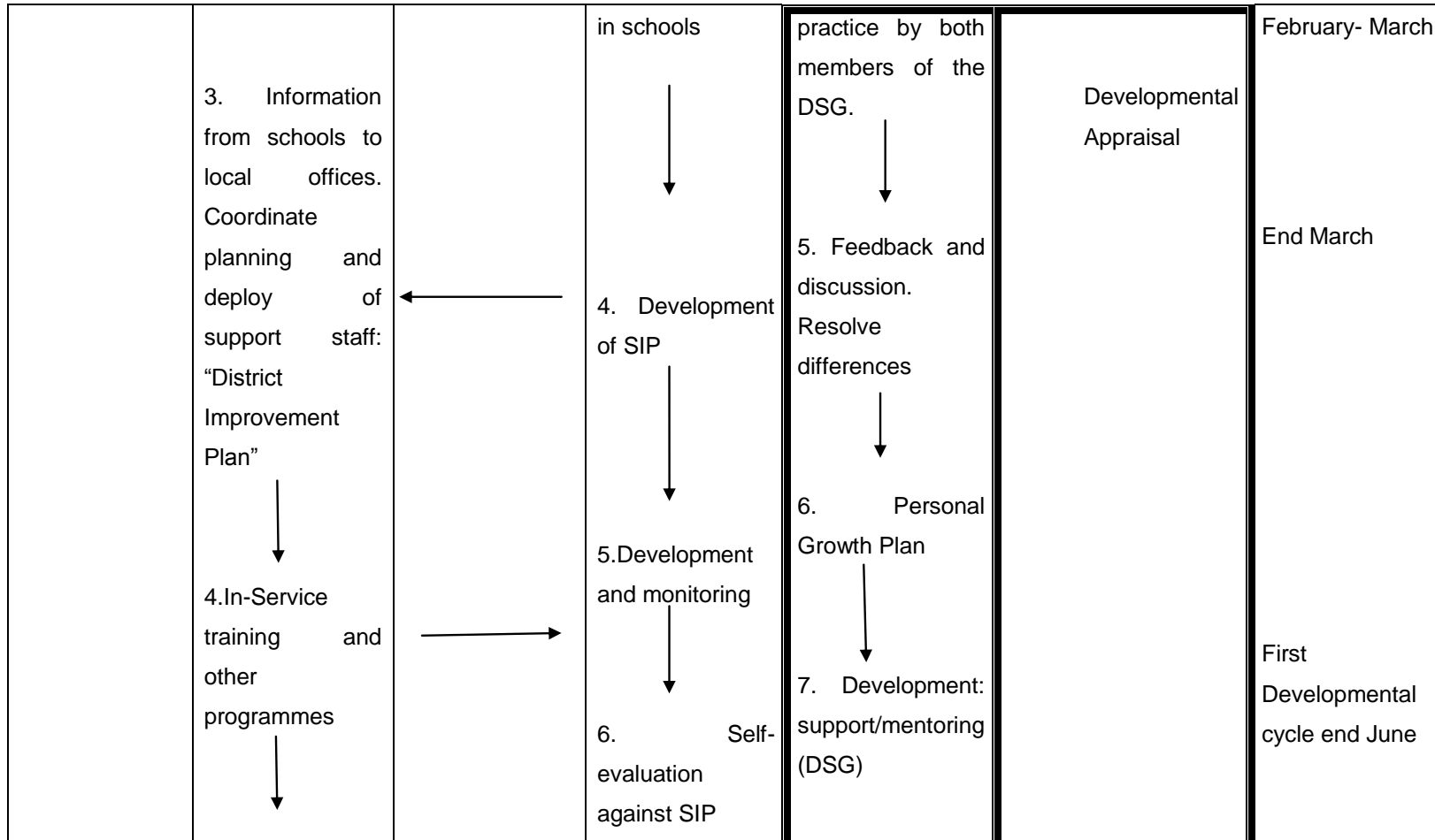
factors are important as they underpin the success of the appraisal process and should at all times be maintained. Furthermore it is important for the appraisee to be given the opportunity by the appraiser to discuss the report (Steyn & van Niekerk, 2007). At the end of the process, the appraiser and appraisee should reach an agreement on the report before it can be finalized and signed by both parties. They should also be able to develop the PGPs and submit them to the SDTs for them to develop the SIP and SDP.

The table below (table 2.2) adopted in IQMS manual (2003) gives a summary of the implementation process and procedures of IQMS. Section B gives details of what the department should do to support the teacher in the implementation of IQMS. Section C is the programme done at school level to evaluate the performance. Section D shows the things that are done by the school for the effective implementation. The highlighted block in section E shows how the teacher should implement IQMS. Section F shows programmes that the teacher uses when implementing IQMS. Section G represents time lines to guide teachers when implementing IQMS.

For effective implementation the schools has its role to train teachers, establish the SDT. The elected team should plan on how the evaluation system would be implemented and develop SIP from the PGPs from the teachers. They should monitor the process and develop programmes to help teachers to improve on their weaknesses. The school should monitor whether the developmental programmes are achieving their goals which aim towards quality teaching. The school evaluates teachers for pay progression. The scores are recorded and submitted to the department.

The teacher on the other hand has the responsibility of doing self-evaluation. The programme that he/she will be using to evaluate himself/herself will be DA and preparing himself to get a salary progression using PM. He/she evaluates himself to be able to identify his/her weaknesses and strengths.

External (WSE)	B District	C Programme	D School	E Teacher	F Programme	G Time line
Can take place at any part of the year	1. Advocacy, training, discussion & clarification ↓ 2. Broad planning by area managers, circuit managers. Preparation and allocation of responsibilities. Await receipt of "SIPs". ↓	Internal WSE	1. Advocacy, training, clarification ↓ 2. Establishment of structures (SDT) ↓ 3. Planning for implementation	2. Self-evaluation ↓ 3. Identification of personal support group (DSG) ↓ 4. Pre-evaluation discussion. Observation of teachers in	Developmental appraisal + Performance Management	First year (January) ↓







	reports, compile report			(Summative evaluation by DSG)		
	9. Self- evaluation against WSE					

**Table 2.2: Summary of the implementation processes and procedures of IQMS. Adopted from the IQMS manual (2003)**

The areas of strengths and weaknesses that he/she would have identified, discusses them with the DSG which he/she has identified. The DSG should evaluate the teacher in class and give the teacher feedback about his/her performance in class. If there are differences they should resolve their differences.

The DSG should mentor teachers to draw their PGPs. The PGP will later be used by the SDT to draw the SIP. The teacher should be developed by the school. In cases the teacher needs in-service training; the school should inform the department of such activities. After the teacher has received training, he/she evaluate him/herself against the PGP. The DSG should keep on mentoring the teacher and have discussions about the performance of the teacher.

To ensure that the evaluation process has been carried out effectively, the DSG should write the report on evaluation. The reports should be given to the SDTs for them to compile progress made in the school (IQMS manual, 2003). The DSGs should also complete the necessary documentation for the submission to the Provincial Department for teachers that meet the requirements for pay progression.

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## **2.7 CHALLENGES IN THE IMPLEMENTATION PROCESS**

For the slow implementation of IQMS, there might be issues and barriers that have compromised the implementation process such as lack of understanding of the principles of teacher evaluation; lack of capacity; lack of implementation

structures and lack of ownership (Carlson, 2009; Baloyi, 2009; De Clercq, 2008). Each of these issues and barriers are explained in detail.

The process of improving the quality of teaching in schools requires a massive change (Makori, 2013). It means change in management, the way teachers are hired, trained and nurtured. Change is important in schools if they want to achieve quality. Flores (2010) and Chew and Andrews (2010) indicated that for a change to be realized, the management should have a plan to prepare for anticipated future challenges. One may ask a question of what principals and the education system should do to prepare for those changes.

The challenges teacher's experience need schools to have a plan on how to meet changes, and to develop strategies by which individuals and schools will be able to cope. Baloyi (2009) mentioned that one of the meanings about educational change is for, what it is and how should it proceed. I align myself with what Baloyi (2009) has noted because for effective change to take place, it is important for teachers to understand the nature of change by involving themselves. This explains that teachers should know why IQMS is in place and have in mind what are the purposes of its implementation. Lekome (2008) supported the matter of understanding the nature of change and note that whatever strategies are used to initiate change, should fit into the philosophical understanding of democratic transparency and development. For example, the evaluation process should be conducted by a panel which is inclusive of all stakeholders that ensures that the evaluation process is not top-down, authoritative but democratic. This explains that the panel of teacher evaluation should be elected democratically and comprised of the following: the teacher's peer; his/her immediate senior and union representative. The question is do schools comply with what has been stated.

Lack of capacity is another barrier that compromised the implementation process. Mathye (2009) alluded to the fact that the possibilities of South Africans achieving true democracy in education seem remote due to the

incapacity of the implementation. It is said that if the implementers (SDTs) lack the following: professional qualities, aptitudes, techniques and skills to implement the evaluation system effectively then the process might have serious shortcomings. In the facilitators (DSGs) are not well trained to cascade the programme to relevant personnel then the implementation process will not be effective. Perhaps the mentioned may be caused by the fact that facilitators are not exposed to DA and secondly were not trained. They had little, practical knowledge of the contemporary school situation. In that case, their inadequate training may reduce their credibility in the eyes of teachers.

Lack of implementation structures is an example of barriers that compromised the implementation process. In fact, it is the responsibility of the education department to facilitate the implementation process of IQMS. Apparently, the process of teacher evaluation is ill financed. This contributed to departments and schools to experience problems in developing teachers because of: finances for teacher development and for other material needed for training. Furthermore, the problem is compounded by the fact that there are no monitoring and moderation procedures available. It is important for managers to monitoring the evaluation process (Cele, 2008). Flores (2010) supported the matter by noting that the management should monitor the process to check if the process is implemented as required and has achieved its goals which is quality teaching.

Another important bone of contention is the credibility and sustainability of teacher evaluation. Many writers have drawn attention to the fact that the credibility and sustainability of teacher evaluation depends largely on the action agreed during the classroom observation (Baloyi, 2009; Lekome, 2008). Lekome (2008) emphasized the point that teachers would be disappointed by the evaluation process which merely identifies their weaknesses but does not correct them, does not supply training or which has no resources to aid the teachers to perform due to funds.

On that contrary, the National Professional Educators Organization (NAPTOSA) Report (2002) pointed out that teachers in South Africa are not allowed to attend any workshops during school hours. It is therefore, difficult to accept that, for the evaluation system to be effectively implemented. It is noted that if teachers were to attend workshops during school hours, learners will adversely be affected. As a matter of fact, this affects what was agreed by teacher unions and the department. If teachers are not well trained, the gaps between teaching and quality would not be closed.

It came to my attention that there is lack of ownership on IQMS. Unlike in developed countries, evaluation policies have good intentions. The intentions of these policies are to facilitate personal and professional development in order to improve the quality of teaching and education management. The purpose of DA is to evaluate teachers in a transparent manner with the aim of determining the area of strengths and weaknesses, and to draw up programmes for individual development (ELRC, 2003).

## **2.8 METHODS OF MEASURING TEACHER EFFECTIVENESS**

### **2.8.1 Classroom observations**

Classroom observations are used to measure observable classroom processes, including specific teacher practices, holistic aspects of instructions between teachers and learners (Laura, 2008). Chisholm and Chillisa (20012) described classroom observation as a product purchased from an outside vendor that comes with training and scoring. (Bryant & Terborg, 2008) defined classroom observations as a method of assessing and record specific information about what is going on within the class. I align myself with the three descriptions because they may improve classroom instructions. Classroom observations may provide those in management the opportunity to evaluate inequalities in the classroom. This type of method meant to measure teachers' performance may allow those in management to give advice to those who struggle to cater to all

methods to benefit learners. (Flores, 2010) supported the matter and pointed out that the method may measure broad, overarching aspects of teaching, subject-specific or context-specific aspects of practice.

I intend to investigate what difference would this method do in the class to bring quality. Bryant and Terborg (2008) and Laura (2008) believed that classroom observation may bring comparable results. Desimone (2012) supported the matter and pointed out that classroom observation may bring quality through measuring four aspects of teacher quality. The mentioned aspects are teacher-learner interaction; the management of the class; contribution of the school to the community; and the knowledge of subject matter. The NBPTS on [www.nbpts.org](http://www.nbpts.org); INTASC on [www.ascd.org](http://www.ascd.org); and Timperley (2010) supported the point of interacting teachers with learners and highlighted characteristics that portray a highly accomplished teacher (see 2.2.1).

Each of the aspects is measured on a three or four point scale, which is *needs improvement, satisfactory, and excellent*. What needs to be investigated is how appraisers measure teachers' performance. Desimone (2012) and Darling-Hammond, Chung Wei, Andree, Richardson and Orphans (2009) indicated that appraisers whose responsibility is to measure teachers' performance, if were never trained they might be judgemental when scoring teachers. In South Africa, studies revealed that teachers were not trained to score teachers. This has the same opinion with the mentioned and (Timperley, 2010) because I believe it is important that appraisers be trained so that teachers' practices should move from the satisfactory level to outstanding.

Some highly researched protocol have been found including Danielson's Framework for teaching which is based on assessing classroom performance of beginning teachers; and the Classroom Assessment Scoring System developed to measure classroom quality in preschool and in early elementary grades, to link to learner achievement (Desimone, 2012; Darling-Hammond, Chung Wei, Andree, Richardson & Orphans, 2009; Pianta, La Paro & Hamre, 2007). Their

findings vary by subject matter and grade level. What they noted is there was a wide variation in evaluator training and recommended that the evaluator be trained at reliable and standardised levels; and the instruments be implemented differently at grade levels. Classroom observation had a number of strengths to the degree they: provide rich information about classroom behaviours and activities; considered as a fair and direct measure; depended on protocol and can be used in various subjects, grades, and contexts; and provided information useful for both formative and summative purposes. For formative use, observations can provide rich feedback about teachers, areas of strengths and weaknesses; and the results can help the evaluator and the teacher to develop a plan of professional development and personal growth that will lead to a closer alignment to the effective teaching practices that are valued.

There are a number of cautions that are worth bearing in mind, however, considering the use of observations for evaluation of any form, as Laura (2008) has pointed out, they include: first, careful attention need to be consideration when choosing or creating valid and reliable protocol and training for evaluators; second, classroom observations are expensive because they are time wasting; and third, classroom observations is not useful to assess teachers' beliefs, feelings, intentions, or out-of classroom activities.

Observations may tell a great deal about how well a given teacher's practice aligns with what is believed to be a good practice, but without linking this information to learner outcomes, determining effectiveness was difficult. There was a concern about observation protocols involving issues of raters/evaluators. It was also noted that there a need of proper training to evaluators because they are making moment-by-moment judgments about what they see. Laura (2008) on this matter noted that the high inference nature of rating scales place the burden of selecting a rating directly upon the evaluator. On that note, considerable progress has been made in developing methods ensuring more consistent ratings through evaluator training and calibration sessions. However, there is no assurance that a given state or district actually employs these



methods. This implies that different evaluators might give very different scores to the same teacher, depending on their views of good teaching. Measuring teacher effectiveness through observations may be very uneven, which threatens the utility and credibility of the protocols themselves.

### **2.8.2 Principal evaluation**

Principal evaluation is generally based on classroom observation conducted by principals or deputy principals to evaluate teacher performance (Brandt, Mathers, Oliva, Brown-Sims & Hess, 2007). The format of observations varies by district. For instance, a principal evaluation may consist of a formal observation using a validated instrument, conducted at a predetermined time, coupled with pre-interviews and post-interviews with teachers. It may be used for formative and summative purposes; might be an informal drop-in visit used to develop quick impression of how; and what a teacher is doing in the classroom. Principal evaluations differ from evaluations performed by evaluators who are trained and hired to conduct evaluations. Principals are most knowledgeable about the context of their schools, learners and teacher populations, and thus may be likely to compare the school's teachers to each other rather than to the larger population of teachers in the circuit, districts or provinces. They may employ evaluation techniques that serve multi purposes in their school, such as to: provide summative evaluation scores for school, district or provincial accountability purposes; inform decision about tenure or dismissal; identify teachers in need of remediation; and provide formative feedback to improve teachers' practice. Although these factors can make principals valuable sources of information about their schools and teachers, they also have the potential to introduce bias in either direction to principals' interpretation of teaching behaviours.

Even though this type of evaluation is the most common aspect of teacher evaluation systems, there is not a lot of solid evidence on its validity. Brandt *et al* (2007) did a study examining district policies on teacher evaluation. He found

that principals and administrators typically conduct evaluations focusing on making decisions about which beginning teacher should be retained or released. District policies were more likely to offer guidance on the process of conducting evaluations than to instruct administrators on the potential uses of the evaluation results. Two particularly relevant from the study are that most evaluations were summative, for high-stake employment decision, rather than formative for helping teachers grow in the profession. Furthermore, other districts showed a concern that evaluator training is of importance.

Other studies examined the accuracy and predictive value of principal evaluations by comparing subjective ratings of teachers to value-added scores of achievement of their learners (Harns & Sass, 2007). These studies require principals to rate teachers in their school using a scale created by the researcher. This was because their ratings were not based on a specific observation and not tied to any official decision making, but raise noteworthy issues about accuracy of principals' judgements. The main finding from these studies is that principal ratings are significantly correlated with teacher value-added scores, but the correlation is usually low. Principals were found to be fairly accurate at identifying teachers in the top or middle. Note, however, that the same result has been found for value-added measures. Principals were better able to predict value-added scores at the elementary level than they were at the secondary level and were better at making reasonable judgements about which teacher would improve achievements.

Principal evaluation has the following strengths: can represent a useful perspective based on principals' knowledge of school context; and is generally feasible and can be one useful component in a system to make summative judgements and to provide formative feedback. It is important to note that, when this method is chosen, careful attention should be paid to its proposed and validated use. As discussed in the observation section, principals and deputy principals should be fully trained on the instrument, for evaluator reliability to be established and periodic recalibration to occur. It is important that principals to

conduct observations several times per year to ensure reliability. Furthermore, a combination of announced and unannounced visits may be preferable to ensure that observations capture a more complete picture of the teacher's practices. Another consideration is the focus of the evaluation. For instance, an observation assessing deep or specific content knowledge may be better conducted by a peer teacher or content expert, as a principal may not be equipped with specialized knowledge to make the best judgements necessary for this type of evaluation. Using a combination of principal and peer raters is another consideration that may increase the credibility of the evaluation (Chew & Andrews, 2010).

There are cautions on this evaluations measure as Laura (2008) noted, they are; evaluations instruments used without proper training or regard for their intended purpose will impair validity; and principals may not be qualified to evaluate teachers on measures highly specialized for certain subjects or contexts. To incorporate all these ideas, principals should consider a system of evaluation that serves both formative and summative purposes and involves teachers in the process. If principals are viewed as uninformed or unjust evaluators, teachers may in turn not take evaluation procedures seriously. Making teachers aware of the criteria against which they are being judged ahead of time, providing them with feedback afterward, giving them the opportunity to discuss their evaluation, and offering them support to target the areas in which they need improvement are all components that will strengthen the credibility of the evaluation. Evaluation systems are more likely to be productive and respected by teachers if the processes are explained well and understood by teachers. Furthermore, when implemented, are well aligned with school goals and standards, used formatively to inform teaching and encourage professional development and viewed as a support system for promoting school wide improvement.

### **2.8.3 Analysis of classroom artefacts**

These are structured protocols used to analyze classroom artefacts in order to determine the quality of instruction in a classroom. The artefacts may include: lesson plans, teacher assignments, assessments, scoring rubrics, and learners work. The classroom artefacts a teacher selects and creates may provide insight into the types of opportunities to learn. This explains that they will be presented to learners on a day-to-day basis. Depending on the goals and priorities of the evaluation, artefacts may be judged on a wide variety of criteria including rigor, authenticity, intellectual demand, and alignment to standards, clarity, and comprehensiveness. Though the examination of teacher lesson plans or learners work is often mentioned as a part of the evaluation procedures, few systems employ a structured and validated protocol for analyzing artefacts to evaluate the quality of instruction. The use of a valid protocol for analyzing teacher assignments and learner work introduces a meaningful compromise in terms of providing a window into actual classroom practice, as evidence by classroom artefacts, while employing a method that is less labour-intensive and costly than full classroom observation (Laura, 2008).

Examples of classrooms artefacts used in developed countries are Instructional Quality Assessments (IQA), Intellectual Demand Assignment Protocol (IDAP) and Scoop Notebook. Most work on IQA has been done by the National Centre for Research on Evaluation Standards and Student Testing (NCRESST) in Los Angeles. It is noted that researchers on the matter have worked extensively to develop the instrument IQA in order that it can be used both for: evaluating the instructional quality of a classroom; and providing feedback to teachers for professional development. The instrument consists of protocols that are used for rating teachers' assignments and learners work with regard to reading comprehension and mathematics. Rubrics that were used focused on quality of discussion, rigor of lesson activities and assignments, and quality of expectations communicated to learners. After several pilots conducted by NCRESST in Los Angeles on IQA, the finding was that rubrics are generally

correlated with quality of observed instruction; learners work; and standardized learners test scores (Yin, 2009; Desimone, 2012).

IDAP is an instrument that developed to determine the authenticity and intellectual demand of classroom assignments using rubrics for scoring teacher assignments and learners work in mathematics and reading. The rubric assesses the degree to which the assignment involves construction of knowledge, promotes disciplined inquiry, and exhibits value beyond school. Nelson and Harrad (2010) collected typical and challenging assignments from elementary schools in Chicago which were rated by trained scorers according to the rubric. Scores were able to achieve high levels of interrater reliability, with greater than ninety percent agreement within one point for the different subjects and grades scored. ADAP scores were matched to learner achievement gains in each teacher's classroom. Findings showed that in classrooms with higher-scoring assignments, learning gains were twenty percent higher than the national average; and in classrooms with lower scoring assignments, learning gains were twenty-two to twenty-five percent lower than the national average. The use of high-demand assignments appeared unrelated to learner demographics and prior achievement and benefited learners with high and low prior achievement alike.

Another example is Scoop Notebook which was developed and piloted by Loucks-Horsley, Stiles, Mundry, Love and Hewson (2010) to evaluate classroom practices through the examination of artefacts reflecting the teaching and learning process. Materials used include: hand-outs, scoring rubrics, writing on the board, learner class work, learner homework, and projects. In the pilot study of thirteen middle school mathematics and science teachers, teachers provided two examples of high and average quality work for each set of class work or homework collected over a five-to-seven-day period. Teachers took pictures of artefacts in the classroom, for example, writing on board, and answer reflective questions about lessons. Multi-dimensional scoring guides were developed by researchers using mathematics and science education

standards were the rater by two or more trained raters. Although the rater agreement was higher than would be appreciated by chance, there were areas in which raters were inconsistent, and they appeared to be better at judging a lack of evidence rather than the presence of evidence. Some teachers found the process to be beneficial to their instruction, particularly reflecting on the lessons. Ratings also were found to be reasonable consistent with observational measures, but no links were made to learner achievement in this small pilot.

Analysis of classroom artefacts is a promising method to provide a comprehensive view of a teacher's quality of instruction and gain a deeper understanding of the teachers' intentions and expectations. It may prove to be a practical and feasible and feasible method, as the artefacts have already been created by the teacher and procedures do not appear to place unreasonable burdens on teachers. This method has the potential to provide summative information about instruction as well as rich formative information and opportunity for reflection to teachers. However, several cautions should be taken into consideration. As with other methods discussed so far, accurate scoring is essential to preserving the validity of the instruments. This requires adequate training and calibration of scores and also may need to possess some knowledge of the subject matter being evaluated. Some studies also have noted that a lack of variation in quality of assignments (i.e. teachers at a school consistently assign very low- quality assignments) can make it difficult to validate the scoring rubrics (Desimone, 2012).

#### **2.8.4 Portfolios**

Portfolios are a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities, and learner progress. They are used to document a large range of teaching behaviours and responsibilities; and have been used in teacher education programs and states for assessing the performances of teacher candidates and beginning teachers (Laura, 2008).

The materials gathered are intended to demonstrate fulfilment of certain predetermined standards, and often portfolios are designed to promote teacher reflection and improvement in addition to being used for evaluation. Examples of the portfolio materials include: teacher lesson plans, schedules, assignments, assessments, learner work sample, videos of classroom instruction and interactions, reflective writings notes from parents, and special awards or recognitions. Part of the exercise for teachers is to choose a feasible number of artefacts that will present the full range of their teaching practices and larger school contributions while demonstrating how their performances meet the given standards. The portfolio process often requires a defence of why artefacts were included and how they relate to the standards (Laura, 2008).

Portfolios are commonly used in teacher preparation programs as a requirement for licensure, but the government has increasingly adopted portfolios for the use of evaluating teachers. Examples of portfolios used in the United States for evaluating teachers are the Connecticut's Beginning Teacher Support and Training (BEST) Program and the National Board for Professional Teaching Standards (NBPTS) Certification. The BEST program is a two-year induction, support, and assessment for new teachers. During the first year, workshops, and meetings are assigned to mentors to give new teachers an opportunity to develop their practice. During the second year, teachers submit a portfolio for assessment of their practice. A satisfactory evaluation is required for teachers to obtain full certification and remain in the state. Teachers who did not pass the assessment undergo further professional development and resubmit the portfolio during the third year. If they do not pass in the third year, they are no longer permitted to teach in Connecticut public schools (Brown, Kennedy, Fok, Chan & Yu, 2009). As part of the program teachers were entitled to school-based support in the form of mentorship, release time, and content-specific instructional support. In addition, the state-based support in the form of professional development seminars, conferences, and Internet-based resources. In turn, beginning teachers are expected to fulfil the requirements of

the BEST program and keep their certifications up to date using the resources provided to them.

The evaluation standards for BEST portfolios are culled from Connecticut's Common Core of Teaching standards. They are based on demonstrating foundational skills that are believed to be common across teachers in all grade levels and subjects as well as establishing knowledge and competency in discipline-specific areas. Best portfolios include daily lesson plans for a five to eight hour unit of instruction with one class; two to four videotaped segments of teaching equalling in total approximately thirty to forty minutes; examples of the work of two learners; and reflective commentaries on teaching and learning that took place during the unit. Portfolios are scored by the experienced teachers in the same discipline as teachers being evaluated. These assessors are hired by the Connecticut State Department of Education, work for two years at the department as teachers in residence, and must participate in at least fifty hours of comprehensive training in scoring and pass reliability assessment. After portfolios are scored, teachers are provide with an individualized performance summary, which discusses their performance according to the categories of designing and implementing instruction, assessment of learning, and analyzing of teaching. Portfolios are scored based on a series of discipline-specific guiding questions and performance indicators, which are included in the portfolio handbook so that teachers are fully aware of the evaluation criteria as they create their portfolios (Laura, 2008).

The NBPTS offers a certification system to recognize accomplished teachers who meet high rigorous standards, and a main component of their evaluation is a portfolio assessment. Standards for certification in each area are created by committees of expert teachers and specialists in education, child development, and other relevant areas. The portfolio requirement consists of four different entries, three of which were classroom based and one which exhibits work with families, the community, colleagues, and the larger profession. Contents of the portfolios include the following: video of instructional practice, video of teacher-



learner interactions, and learners' work samples. All the mentioned should be accompanied by detail reflection and analysis of the instructions given by the assessors.

Portfolios are evaluated by assessors who have completed intensive training of the NBPTS and met qualification requirements by demonstrating an understanding of the NBPTS standards, directions, scoring guides, and rubrics. Teachers and school counsellors, especially those who have achieved National Board Certification, are eligible to apply to become assessors (Laura, 2008).

Yin (2009) examined the validity and usefulness of teaching portfolios in assessing teacher performance for both accountability and professional development purposes. In teams of two, researchers rated a random stratified sample of eighteen teacher responsibilities specified by the district which covers four main domains namely: instruction, assessment, management, and professionalism. Perceptions of the usefulness of portfolios were measured via survey and follow-up focus groups with teachers and administrators. Researchers found that portfolios were able to document the fulfilment of the eighteen teaching responsibilities and including representation of the domains. Professionalism was the most highly represented domain, illustrating the role portfolios in documenting aspects of the performance of the teacher that cannot be measured through classroom observation. Administrators found that portfolios gave them a broader view of teacher activities and allowed them to make finer distinctions about the quality of teacher performance. Both teachers and administrators viewed portfolios as fair and accurate, but teachers expressed concerns about feasibility. There were mixed results regarding the usefulness of portfolios for professional growth, with some teachers reporting helpful for reflecting on practice but with little evidence of impact on teaching practices.

Portfolios do offer advantages over some other measures of evaluations discussed. They are generally considered useful for providing a broad and

varied view of teachers' capabilities and providing formative information and opportunities for teacher reflection that can enhance performance (Laura, 2008; Pollard, 2010). They can be used with teachers in any subject or grade level and thus are useful in multiple contexts. They are a comprehensive measure, with the ability to assess aspects of teaching that are not readily observable in the classroom and extend beyond classroom instruction. They also have high face validity, generally being viewed by teachers and administrators as authentic assessments that are relevant and useful to their teaching practice. Portfolio assessments provide the opportunity to actively involve teachers in the evaluation process and give them personal ownership of their improvement and professional growth, helping to reform the conception of evaluation as something done to teachers by administrators.

McHaney (2012) indicated that more research on reliability and validity of portfolios is needed before they should play a substantial role in evaluation for accountability purposes. They present a useful opportunity for providing formative assessment to teachers, despite the fact that: teachers may need training in order to learn how to choose relevant artefacts; reflect on their practice in a way that fosters improvement; and leads to actual changes in practice. They also can become quite cumbersome for teachers, requiring a significant time commitment if they are to gain the most benefit from the portfolio process, thus it is recommended that teachers are provided with support and time to complete portfolio requirements.

#### **2.8.5 Self-reports of teacher practice**

These practices reports report what teachers are doing in classroom. They make take the form of surveys, instructional logs, and interviews and can vary widely in focus and level of detail. Laura (2008) and Desimone (2012) described several considerations in reference to the designing large-scale survey measures of teaching such as, whether: or not the aspects measured bear a relationship to learner achievement or other outcomes of interest; the measures

can be inform policy and decision making aimed at educational improvement; and the measures can be used appropriately with the population of interest. For instance, as discussed in the observation section, survey measures may focus on broad and overarching aspects of teaching that are thought to be important in all contexts, or they may focus on specific subject matter, content areas, grade levels, and techniques. This is supported by Timperley (2010) and Desimone (2012) when pointing out that survey measures may consist of the following: straightforward checklists of easily observable behaviours and practices; they may contain rating scales that attempt to assess the extent to which certain practices are used or aligned with certain standards; or they may set out to measure the precise frequency of use of practices or standards. Thus, this type of measuring the performance of teachers is quite broad in scope, and considerations in choosing or designing a self-report measure will depend largely on its intended purpose and use (Laura, 2008).

Examples of large-scale surveys include those developed by the National Centre for Education Statistics (NCES); the Trends in International Mathematics and Science Study (TIMSS); and the Reform-Up-Close and the Surveys of Enacted Curriculum (SEC). SEC is a thoughtfully developed and tested large-scale survey which created as practical and reliable tool for data collection and reporting on instructional practices and content being taught in mathematics, English language arts, and science classes. Desimone (2012) described how SEC data can be used in schools. The survey is conducted online, so results are tabulated and made accessible to schools in a variety of formats. Data from SEC allow administrators to: examine differences between schools and teachers; compare instruction to standards; and evaluate the alignment between practices and standards. Likely any effective evaluation instrument, it provides a framework for communicating about practices and instruction which guides teacher reflection and leads to increase discussion and collaboration among colleagues. Chew and Andrews (2010) address concerns about potential inconsistencies or inaccuracies in teacher responses due to factors

such as differing interpretations of the terminology used and time lag in reporting.

In contrast to broad surveys, instructional logs require teachers to keep a frequent and detailed record of teaching. The logs are highly structured and ask for specific information regarding content coverage and use by both the teacher and learners. Much of the development and research work in the area of instructional log has been conducted by researchers from the Consortium for Policy Research in Education (CPRE), as part of their larger study of instructional improvement. The study was used to gather data on instruction, including questionnaires, instructional logs, class observations, and teacher interviews.

Darling-Hammond, Chung Wei, Andree, Richardson and Orphans (2009) did a study examining the validity of these instructional logs, focusing on language arts lessons by comparing teacher log responses with responses given by third-party observers. The consisted of one hundred and fifty items, including detailed information on content and emphasis on curricular areas. Thirty-one teachers who were pilot-testing the logs in eight public elementary schools were observed for one day. Both the teachers and observers completed a log for each lesson. One of the main findings revealed that teacher and researcher report did not always agree. The scores of the researchers were always more highly correlated than scores of the teachers. Chew and Andrews (2010) pointed out that researchers and teachers may have brought different perspectives to bear when completing the language art log, perhaps drawing on different knowledge and experience. They speculated that because observers have more limited experience with the classroom than teachers. They may lack certain contextual information or interpret information differently when making judgements that reflect how a teacher perceives his/her intentions and practices. The importance of establishing common understanding of terminology between teachers and raters also was raised, as differing interpretations of glossary terms which may have contributed to inconsistencies

in rating the teacher. The study also found that rater agreement was affected by the degree of detail in the category being scored, the frequency of the instructional activity, and the content being covered.

In addition, Chew and Andrews (2010) suggested that the ability to create a clear shared understanding with teachers through a log remains a challenge and is a significant threat to construct validity. They argue that researchers may face a trade-off between measuring subtle differences in content use that may affect learning and the use of categories that measure broader aspects of instruction. They explained that former approaches which parses instruction more finely, makes the interrater agreement more difficult to obtain and poses a threat to the measures. The latter approach may miss nuances in instructions that are theoretically and empirically important but may yield more valid measure.

Another method for investigating teachers' self-reported practices is to utilize an interview protocol. Interviews are most often used as supplements to other measures of teaching and are particularly useful in providing qualitative information. Information that supports or explains results obtained from more quantitative measures. An interview protocol was developed to investigate whether teachers felt that local systemic reforms and other policies were influencing their practices. The only role gathered illustrated information on perceptions and opinions that may inform the "whys" and "how's" of measuring teacher performance (Pollard 2010). Interview protocol may be highly structured or largely open-ended. It may be a means for gathering data on practice that is more detailed or in-depth than survey measures. Interviews are generally designed and intended for use in the context for which they were created. Few studies examined the reliability or validity of interview protocols intended to be used on a larger scale. One example is a study by Flores (2010), which describes the development of an interview protocol focused on professional standards and learning. They described the advantage of their interview protocol as a method of collecting data from multiple sources while avoiding

shortcomings of singularly focused on evaluation systems. The interview questions required teachers to provide specific examples of instructional activities, intentions behind activities, and actions they have taken to monitor and improve learning. The protocol includes a structured scoring rubric with detailed criteria included for each rating.

Teacher self-report methods may be one useful element in a teacher evaluation system, as they do have certain advantages. Self-report data can tap into a teacher's intentions, thought processes, knowledge, and beliefs better than other methods discussed, as they can be useful for teacher self-reflection and formative purposes. In addition, it is important to consider the perspectives of teachers and involve them in their own evaluation because they are the only ones with full knowledge of their abilities, classroom context, and curricular content, and thus can provide insight that an outside observer may not be recognized. Surveys are a cost-efficient, generally unobtrusive way to gather a large array of data at once. Using one instrument, data can be collected on instructional practices as well as administrative support, professional development opportunities, relationships with learners, school climate, working conditions, demographic or background information, and perceptions or opinions that may have bearing on the effectiveness of a teacher.

Teacher self-report measures may be an efficient means of obtaining information about instructional practices without incurring the high costs of observation or other measures and can be particularly useful as a first step toward investigating some question of interest (Pollard, 2010). However, extreme caution should be taken not based potentially consequential decision on results of self-report measures. Research findings on the reliability and validity of these methods have produced mixed results. Concerns have been raised in the literature about self-report responses being susceptible to social desirability, in the organizational psychology literature as the tendency on the part of individuals to present them in a favourable light. This phenomenon would include both the conscious misrepresentation of teaching practices to look good

as well as unintentional misreporting due to a teacher's perception that he/she is correctly implementing a practice when in fact it is not being implemented with fidelity. Potential biases may lead to both over reporting and underreporting of practices, making the data difficult to interpret. Although this phenomenon has been widely researched in the psychology literature, more research is needed to determine the extent of its effect in the context of the education and teaching. Some of the inconsistency caused by socially desirable responding may be controlled by ensuring the confidentiality and anonymity of teacher responses, gathering data longitudinally rather than just at one point in time, and gathering data from more than one source. However, these measures are not likely to eliminate all bias (Chisholm and Chillisa, 2012).

Several additional concerns warrant attention when selecting, designing, or administering self-report measures. An issue raised, is the importance of ensuring consistent interpretations of terminology and a shared understanding of what the measures entailed (Chews & Andrews, 2010; Pollard, 2010; Chisholm & Chilisa, 2012). This may require training for both teachers and outside raters on the survey or log measure in order to elicit the intended information. In addition, consideration should be taken to determine how broad or how detailed a survey needs to be to inform its desired purpose. Conversely, gathering information on a wider range of topics or practices may result in an insufficient amount of detail.

#### **2.8.6 Learner ratings of teacher performance**

This type of measure is used to gather learner's opinions or judgements about teaching practice as part of teacher evaluation and to provide information about teaching as it is perceived by learners (Laura, 2008). Valuable information is obtained in a form of surveys or rating scales. However, sometimes they are not considered because of potential biases that may affect their ratings and lack of knowledge about the full context of teaching as with teacher self-report measures, the reliability and validity of learners rating depend to some extent on

the instrument used, how it is developed, how it is administered, and the level of detail it attempts to measure. The following example studies investigate the validity of learner ratings for evaluating teachers. Pollard (2010) examined whether learners ratings could provide reliable and valid information to teacher evaluation. The study revealed that learners of different age groups may focus on different aspects of teaching. Findings showed that learners were more concerned with the teacher-learner relationship. The study also reported that teachers were favourable towards having learner's ratings as one part of their larger evaluation system, attesting to the face validity of learner ratings.

In an empirical literature review on using public schools learners' ratings to teacher evaluation, Laura (2008) notes that learners are the most direct clients of teachers and, thus have a broader and deeper experience with teachers than other potential evaluator. This includes principals, administrators, peers and parents. As teacher's first responsibility is to his/her learners, and they are in turn the most frequent source of feedback on teacher performance. Laura (2008) goes on to conclude that although validity concerns, such ratings leniency and halo effects (i.e. when an opinion on one trait or aspect of teaching influences all other ratings in the same direction) may affect learner evaluation of teaching. They do seem to affect learners' more than adult raters.

In studies showing that high-achieving secondary learners could rate teaching behaviours as reliably and validly as college learners. Lee (2008) on the matter notes that the learners' ratings are cost-efficient and time-efficient, and can be collected anonymously. They can be used to track changes over time and require minimal training, though employing a well-designed rating instrument that include detailed items of measuring meaningful teaching behaviours would be important in maintaining the validity of results. However, researchers caution that learner ratings should not be stand-alone evaluation measure because learners are not usually qualified to rate the teachers on curriculum, classroom management, content knowledge, collegiality, or other areas associated with effective teaching. Overall, the reviewed studies recommend that learners



ratings should be included as part of the teacher evaluation process but not as the primary or sole evaluation criterion.

## **2.9 Summarizing effective ways of measuring teacher effectiveness**

In many countries, teacher effectiveness is assessed by focusing on the results from a single measure, typically classroom observations and less common, teachers' contribution to learner achievement growth. Revisiting the definitions of teacher effectiveness, it is clear that using one or even both of these methods of measuring teacher effectiveness fails to indicate the many important ways in which teachers contribute to the success and well-being of their learners, classrooms, and schools. Thus, creating a comprehensive score for teachers that includes multiple measures is one possible way to capture information that is not included in most classroom observation protocols.

It is the responsibility of each school to decide how teacher effectiveness should be measured because teaching context varies. Given the fact that teaching context varies, therefore it is important for the schools to make decisions on what to prioritize in a composite measure of teacher effectiveness. For example, a school with has a high proportion of learner dropouts may want to include a measure of teachers' documented efforts to assist at risk-learners as part of their measure of teacher effectiveness. Furthermore, a school in which teacher collegiality has been lacking might want to consider evidence of ways in which teachers initiate, lead, or support efforts to work together in professional learning communities.

Given that instruments for measuring teachers' leadership activities or contributions to improvement in school climate have yet to be developed in some cases, and standardized in most cases, it is important for schools to broaden the definition of teacher effectiveness. Obviously, some schools have little or no problem with learner attendance or dropouts, whereas others may lose days of learning time or lose learners altogether. In some schools, then a measure of ways in which teachers have worked toward improving attendance

or preventing learners from dropping out would be a low priority, whereas such measure would be high in other schools.

Another consideration is that teaching contexts differ across subjects and grades, and some types of measures may be suitable for certain types of contexts. Some scholars analyzed teacher effective models used that are applied equally to all school levels and context, without regard to what may distinguish effectiveness in a particular subject, grade, or context (Laura, 2008). They argue for incorporating the five dimensions of differential teacher effectiveness in all grades, that is, difference in: activity, subjects and or components of subjects, learners' background factors, learners' personal characteristics, and cultural and organizational context. For example, most evaluation instruments do not acknowledge that teachers may be differently successful depending on the context. This explains that teachers are not interchangeable. One may perform well in one classroom and challenged in another classroom. Therefore, an evaluation of teachers' effectiveness should be specific to a context, subject, and grade level. In addition, teachers should be compared with or ranked against teachers who are in similar contexts, subjects and grade levels.

## **2.10 CONCLUSION**

This chapter dealt with literature on teacher evaluation that helped out in stating the significant of the problem. The chapter portrayed the following:

- The chapter begins by conceptualizing the following terms: evaluation; monitoring and quality teacher.
- Outlined the evolution of teacher evaluation
- The purpose of teacher evaluation were outlined
- The implementation processes and procedures of teacher evaluation were presented.
- Outlined the methods used to measure teacher performance

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The literature review in the previous chapter showed the importance of implementing teacher evaluation systems in schools to retain quality teaching. It also emphasized the role played by the principals, SDTs, SMTs and the DSGs during the teacher evaluation implementation process, different types of methods used to measure teachers' performance as well as the importance of monitoring the evaluation system. In this chapter, the research methodology used to conduct the study is discussed. This includes the following: first, the research paradigm; second, the design; third, data collection techniques; fourth, data processing and analysis; fifth, quality and trustworthiness of the study; sixth, research ethics and the conclusion.

#### **3.2 RESEARCH PARADIGM**

The concept paradigm first appeared in English during the 15th century, (Taylor, Kermode & Roberts, 2007). The term meant "an example or pattern" and still bears this meaning today. Since then the term has been applied to identify patterns that are used to sort verbs, nouns and other parts of speech of a language into groups that are more easily studied. Bodvara and Leong (2008) say that a paradigm is a model or frame of reference used to observe and understand the following: the problem; seemingly bizarre views; and actions of others who are operating from different paradigms and explain things as they happen. Jonker and Pennink (2010) define a paradigm as the opposite of that which is "real" or "really observable". Kvale and Brinkmann (2009) define paradigm as a pattern of beliefs and practices that regulate an inquiry within a discipline. I align myself with the definition by Kvale and Brinkmann (2009) and Bodvara and Leong (2008) because it helped me to understand the experience,

feelings and perceptions of teachers on the implementation of the evaluation system, IQMS.

Hofstee (2009) pointed three types of paradigms namely positivism, interpretive, and the critical. A brief presentation of each is illustrated in the section.

### **3.2.1           Positivism paradigm**

Positivism emerged as a philosophical paradigm during the 19th century. The paradigm was introduced by Auguste Comte when he emphasized that “only scientific knowledge may reveal the truth about reality”. The paradigm was later established as the dominant scientific method to construct unified scientific world-conception that rejected the use of philosophy as a means of learning about the true nature of reality (Bodvara & Leong, 2008). Taylor, Kermode and Robert (2008) on the other hand uttered that positivist paradigm arose from the philosophy identified as logic based on rigid rules of logic and measurement, truth, absolute principles and prediction. The positivist philosophy exchanged views by indicating the following, that: there is one objective on reality, and that valid research is demonstrated only by the degree of proof that can be corresponded to the phenomena that its results stand for (Leedy & Ormrod, 2010). I found this paradigm unsuitable for my study because it reduces human interactions to the problem studied and it will be difficult for me to understand how teachers at the sampled schools implement the evaluation system, IQMS as well as their experiences, feelings and perceptions on IQMS implementation.

### **3.2.2           Interpretive paradigm**

Unlike the positivists' paradigm which advocates for single truth and single reality, the interpretive paradigm supports the view that there are many truths and multiple realities. The interpretive paradigm focuses on the holistic perspective of the person and the environment which is more congruent with the social discipline (Jonker & Pennink, 2010). Furthermore, the paradigm advocates methodological approaches that provide an opportunity for the voice,

concern and practices of participants to be heard (Creswell, 2007). Maree (2011) uttered the following views about the interpretive paradigm, that it is: first, developed as a philosophical theory of meaning and understanding; second, is of literary interpretation; third, is a process of psychological reconstruction; fourth, is an expression of the author's thoughts; and fifth, allows interpreters to understand the text and to put themselves within the author's 'horizon'. It is within this paradigm that I found my study most appropriate because it afforded me the opportunity to listen to and interpret teachers' experiences, feelings and perceptions on IQMS implementation.

The findings would help me to reconstruct the intended meaning of the text and achieve a single correct interpretation on how teachers implement quality evaluation system, IQMS. This is supported by Maree (2011) and Creswell (2007) when indicating that the findings from interpretive paradigm hold no stable grounds for judgement; in so doing run the risk of foundering in a predicament of subjectivism and relativism. Martin Heidegger (1962) and later Hans-George Gadamer (1986) described this predicament as 'hermeneutic circle', which refers to the way in which understanding and interpretation of the whole is to be understood as parts or vice versa.

### **3.3 RESEARCH DESIGN**

A research design can be understood as the complete strategic approach of tackling the central problem of the study. It provides the overall structure for the procedures that are to be followed, the data the researcher collects and the analysis that the researcher conducts (Leedy & Ormrod, 2010). McMillan and Schumacher (2009) view a research design as the consideration and creation of means to obtain dependable data, from which pronouncements about the phenomenon of education may be confirmed. Maree (2011) considered a research design as a plan or blue print of how the researcher intends to conduct his/her study. I found the definition by Maree (2011) suitable for this study because it is the plan that assisted me to structure the procedures to be

followed to collect data from the participants, pointing out issues that emerged, analyzing the issues as well as interpreting them. The design also enabled me to interpret teachers' experiences, feelings and perceptions of teachers on IQMS implementation. As a result, a qualitative research design was chosen. In addition the design was chosen because of its interpretive character and also that it takes place in natural settings employing a combination of methods to collect data. In this study the methods used to collect data were observations, interviews and document review.

The matter is supported by McMillan and Schumacher (2009) when noting that qualitative research design is primarily an inductive process which organizes data into categories and identify patterns among categories. Furthermore, the definition of the design implies that data and meaning from the study emerge originally from the research context.

McMillan and Schumacher (2009) further indicated that this type of research is predicted on the following underlying assumptions and perspectives such as: first, that the phenomenon is viewed entirely or holistically. It is not possible to reduce complex phenomena to a few interdependent or independent factors. Yin (2012) supported the matter when pointing out that the portrayals of holistic setting requires greater attention that can be given to nuance, setting, interdependencies, complexities and context. Therefore, the theoretical review combined with the qualitative design orientated the study towards a holistic understanding of how teachers implement the evaluation of quality teaching at their schools.

Second, that the study incorporates an emergent design. This explains that the research design cannot be completely specified in ahead of the fieldwork. Understanding develops and evolves through the research process. In addition, in each data collection process the activity informs subsequent data to respond to the researcher's activities. As this study is explorative, it required me to be

flexible when going through the study to understand and pursue new avenues of inquiry as needed.

Third, that the study is descriptive. This explains that qualitative study focuses on describing and understanding a phenomenon. In this study, description entailed the following: an explanation of IQMS, the importance of IQMS, how should IQMS be implemented, distinguish methods that are used to measure teachers' performance, and strategies used by the management to monitor and evaluate the implementation of IQMS. The aim was to investigate how teachers implement IQMS in their school to achieve quality education.

Fourth, that the researcher does not force assumptions, limitations and delimitations or research design upon the emerging data. The researcher's role is to record what he/she observes or collects from subjects in their natural setting. In this study the instrument to collect data were used to understand teachers experience, feelings and perceptions on IQMS implementation.

Linking the assumptions to the specific character of the research demonstrates that a qualitative approach was appropriate for this study. The study introduced the title: "Towards an effective model in the evaluation of teacher quality". The study requires the following: first, a holistic orientation to address the description of IQMS, the importance of the evaluation system, the procedures of implementing IQMS, distinguish the methods used to measure the performance of teachers and the strategies that may be used to monitor and evaluate IQMS implementation. Second, a flexible research design to allow me to pursue new directions in data collection as understanding was developed during the study; third, focus on the participants through fieldwork activities; and fourth, applies the inductive process that identifies and characterizes themes and sub-themes in the data and grounds the findings in the data.

Within the qualitative design, scholars identified different research strategies. A case study which strives to portray what is likely to be in a particular situation,

to catch the close up reality and thick description of participants' lived experience of thoughts about and feelings of the situation (Cohen, Manion & Morrison, 2007). A phenomenological study which seeks to understand a person or person's perspectives as he/she experience and understand an event, relationship, program, emotion *etcetera*. In this type of study, the researcher often has a significant personal interest in the phenomenon under study as well (Creswell, 2007).

An ethnographic study emphasise is greatly given to the relationship between culture and behaviour (Leedy & Ormrod, 2010). In this study, research involves extensive fieldwork in a natural setting. The grounded theory study generates theories that explain a broad conceptual level of processes, actions or interactions about a substantive topic. In grounded theory research, this theory is a 'process' theory. It explains an educational process events, activities, actions and interactions that occur overtime (Creswell, 2007).

The study opted to use a case study because of the following reasons: first, the phenomenon is studied within its natural setting; second, the study involves the usage of multiple methods to collect data; third, it is situated within the context or setting of participants; fourth, it involves an emergent and evolving design rather than tightly prefigured design; and finally, it presents a holistic picture of the study (Creswell, 2007).

Beyond the aspects of the implementation of quality evaluation in secondary schools that made the study an interesting case, two other points suggests why this study was conducted. Yin (2012) described three types of case studies: intrinsic which explores particular case to gain understanding of it; instrumental, where a particular case is examined to provide information or insight on issues or the refinement of theory; and collective, where a number of cases are studied jointly to inquire into the phenomena, population or general condition. This study is both intrinsic and instrumental. One research goal was to develop a holistic understanding of the development of IQMS. The study explored and described



process of IQMS implementation; distinguish methods that may be used to measure the performance of teachers and the strategies for managing and evaluating the evaluation system. Given the rich history of the evaluation system, documenting and understanding its development was valuable for its own sake. Thus, the study served intrinsic purpose.

The study was instrumental to the extent that it described how teachers implement IQMS to understand their experience, feelings and perceptions. The literature study presented how IQMS should be implemented. The presentation may be an instrument to assist other schools to implement the evaluation system effectively. Thus, as a revelatory case, this study was aligned with Yin's (2012) suggestion that a case study can serve instrumental purpose.

Case study research, while an appropriate research approach for studying the implementation of IQMS in secondary schools, is not without limitations and problems. A major limitation of a single case study is lack of statistical generalization. This study does not have a goal of generalizing but one of understanding a complex phenomenon which is to investigate how teachers implement the evaluation system to improve their performance.

### **3.3.1 Participants**

The principals, SDTs and teachers from the sampled schools were identified purposefully to give meaning of how IQMS is implemented at their various schools. This is supported by Creswell (2007) when noting that qualitative research often collects data from the participants' field where they experience the problem under study. Furthermore the study should identify participants purposefully and indicate where the study would be conducted.

Therefore, the participants were selected based on my judgement and the purpose of the study. In particular, I was looking for the participants who had specific roles in IQMS implementation and also related to the phenomenon studied (Groenewald, 2004). An empirical investigation was carried on reliability

and validity of IQMS implementation to measure the quality of teaching in South Africa.

The study requested the following participants to investigate how they implement IQMS at their schools: first, eight principals whose responsibilities were to ensure that schools are functioning efficiently and effectively were identified. The principals also had the responsibility of supporting and motivating the teachers to implement IQMS at their schools as well as using different strategies to manage and evaluate the implementation process of IQMS so that quality teaching is a norm at their schools. In this study they were requested to give evidence of whether the roles are implemented or not.

Second, eight SDTs whose responsibilities were to plan, supervise, coordinate, as well as monitor how IQMS should be implemented at their schools were identified. In this study, the SDTs were requested to provide first hand information on how they implement the evaluation of quality teaching, identify the methods used at their schools to measure teachers' performance as well as the strategies they use to manage and evaluate the process.

Third, eight teachers whose responsibility is to classify areas that need development through self-evaluation process were identified and asked how they classify those areas and implement IQMS. The implementation process of quality teaching requires them to identify areas that need to be developed in their practices through the development of the PGPs to improve their performance in class. Furthermore the age, gender, and experience in the position both participants held were also considered to investigate whether their demographics had impact on the implementation process.

The sites targeted were from two Districts in the Limpopo Province, Waterberg and Mogalakwena. Palala area in Waterberg has twenty-seven secondary schools, forty-two primary schools, a combined grade school, and a school for the handicapped while Mahwelereng area has fifty-three secondary and

hundred and three primary schools. I targeted four secondary schools at Palala area in Waterberg District and four at Mahwelereng area in Mogalakwena District to gain an in-depth understanding of how the selected participants implement the evaluation system IQMS. Maree (2011) emphasised that information should be collected from participant's natural setting as well as drawing a representative sample that generalizes the population when the results are obtained. The selected eight schools differed in terms of their locations (rural and township schools).

### **3.4 DATA COLLECTION TECHNIQUES**

Data collection is the process of gathering data from the selected sample using different instruments or methods (McMillan & Schumacher, 2009). Data collected in this study entailed the data instruments and procedures of collecting data with the aim of understanding the phenomenon as well as the experiences, feelings and perceptions towards IQMS implementation. To collect a variety of sources of data including information in the form of "words" and "images" the study used the following instruments: interviews; observations and document analysis. A description of collection procedures of each is presented in the next section.

#### **3.4.1 Interviews**

Interviews are techniques which involve direct interaction between individuals. They require intense listening, respect for and curiosity about what people say (Maree, 2011). In this study, the interview method was used to enable participants discuss their experiences, feelings and perceptions about IQMS implementation. Their responses gave me a better understanding and obtain in depth information about the evaluation system, IQMS. Creswell (2007) pointed out that peoples words and actions represent the data of qualitative inquiry. In the midst of what the people had uttered, the study seeks to describe meaning. As such, the interviews were held at eight secondary schools with twenty-four

participants who provided meaning to understanding how each participant experience the implementation process of IQMS.

Semi-structured interviews were carried out in this study and provided me with the opportunity to ask questions and record answers from one participant at a time (Creswell, 2007). The interviews allowed me to decide on follow-up questions which were based on participant's responses. Their responses allowed me to decide on the order and wording of questions. Each category (that is principals, SDTs and teachers) had its own set of questions. The questions probed on how they implement IQMS in their schools (refer to annexure F-H). Audiotape recordings were done with the permission of the participants for the purpose of accurate transcription of the verbal interaction.

The interview protocol was used for asking questions and recording answers during the interviews. First, a heading with the date, place, interviewer and the interviewee was noted. Thus, the sites and interviewees were coded according to their schools. For example all the participants from school A, were named as follows principal A, SDT A and teacher A.

The process of coding schools and participants was also done at other schools. Second, the participants were given instructions to follow so that standard procedures are used from one interview to the next. Before this process, the appointments were arranged with the participants and all preparations were made prior to the actual meetings. Third, at the beginning of the interviews an ice-breaker question was posed to the participants and followed by the questions. These questions were followed by some concluding statements. There was a space provided between the questions for me to record and note-taking the responses. Responses from tape recording were also recorded in the form of note-taking to help in the event if the equipment fails to operate. Fourth, there was a final thank-you statement to acknowledge the time the interviewee spent during the interview (Creswell, 2007).

### 3.4.2 Observation

Observation is a major means of collecting data. It offers a firsthand account of the situation under study and the technique is combined with interviewing and document analysis. The aim of the combination is to allow holistic interpretation of the phenomenon investigated. It is the technique of choice when behaviour is observed firsthand or people cannot discuss the research topic (Maree, 2011). Leedy and Ormrod (2010) on the other hand define observation as a watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest. The process of observation occurred when I gained entry from those in authority, which were the circuit managers and the principals and took notes of the behaviour and activities of people in their natural settings. This is supported by Creswell (2007) when pointing out that the focus of a qualitative study is naturalism. This explains that the researcher had to observe people in their natural setting.

In observation, there are two roles that characterize the researcher, first, as passive observer, where the participants are observed unobtrusively, and second, as a participant observer, where he/she actively interacts with the people and become part of them (Hennik, Hutter & Bailey, 2011). In this study, I was a participative observer. With the permission from the principals, I organized a meeting with the staff members at each site and discuss the intention of my study. The main objectives were to become familiar with the setting and motivate the staff members to take part in my study. Maree (2011) advised researchers that when observation processes are taken; they had to keep their first observation short to avoid becoming overwhelmed with the novelty of the situation, and be honest but not overly technical or detailed in explaining what he/she is doing.

In this study, I spent two hours a day in each school to observe the culture of teaching and learning. The natural setting of each school allowed me to observe the ordinary and typical routine done at each school. I used a code sheet to

record instances of behaviour (refer to annexure I) occurrence in each school. As indicated in 3.4.1 schools were named alphabetically. Therefore each code sheet had the following; the code of the school; the date on which observation were done; the purpose of the observation; and aspects to be observed which were the teachers, learners on how they conduct themselves within teaching and learning situations, classrooms and the surroundings.

Teachers were observed on how they honoured the school timetable, attend their lessons and interact with each other. Learners were observed on how they attended lessons and how they responded to the bell when it rang. Aspects such as information sharing on the implementation plans for IQMS and adherence to the set goals were observed and recorded. In the process, elements preventing the unfolding of quality teaching were also recorded. Finally, I visited some of the classes and surroundings to accumulate information about the culture of each school.

### **3.4.3 Document analysis**

The study requires the analysis of documentary evidence. Once there was a creation of a written source, for whatever reason, it became a “potential” historical fact and therefore data was crucial for analysis and discussion (McMillan & Schumacher, 2009; Hennik, Hutter & Bailey, 2011). In this study, document analysis was done to investigate the patterns and trends done by each school when implementing IQMS.

I requested documents that accounted fully on how IQMS is implemented at the sampled schools. I asked for their IQMS files to review the rating forms and school developmental programmes. The information observed was reconciled with the data from interviews and observations. This is supported by Creswell (2007) pointing out that the investigation of documents may also provide confirmation evidence of the information obtained from interviews and observations. Such comparison enabled me to gain in depth information of whether schools understand the importance of ratings and also to assess

whether such ratings were completed for compliance sake or for development. The ratings forms also enabled me to trace improvements achieved in the sampled schools over the period of years since the start of IQMS. In addition, it also provided insight on the decision made by the SDT when developing developmental programmes that would help teachers improve their practices and also check which developmental programmes were done per cycle.

The self evaluation forms were also requested to review whether teachers know how to fill them and understand each PS standard as prescribed in the 2003 IQMS manual and in 2.6.2. The completion of self evaluation forms enables the teacher to develop the PGP which enable the SDT to draw the SIP.

The development of SIPs was also perused. An analysis of the activities that were done to improve performance was done as reflected by the PS indicators in the 2003 IQMS manual and 2.6.5. I also perused if the sampled schools had committees for development purpose. The records of the SDT meetings for each school provided information on whether the sampled schools were on track in terms of their development and improvement plans. They also gave information on how the monitoring and evaluating processes were implemented at various schools.

Overall the SIPs and self evaluation forms of the past two years were compared to draw a valid conclusion on effective implementation and the existence of quality teaching in each school. I was also in the position to conclude whether principals, SDTs, teachers and other stakeholders within the school were playing their roles effectively to promote the standard of teaching and learning.

### **3.5 DATA PROCESSING AND ANALYSIS**

The process of data analysis literally means to break into pieces, or to break down the data. Creswell (2007) supported the matter by pointing out that data analysis is an ongoing process involving collecting open-ended data based on

asking analytic questions and developing an analysis through gathering data, making interpretations from data and writing reports. In this study, I worked from the data through a process of induction to determine the categories, themes and working with the objectives of the study. Developing coding categories may be accomplished by investigating the data for regularities, patterns, and topics using words or phrases to represent the topic and patterns. The purpose of coding data is to facilitate the search for patterns and themes in the data (Yin, 2012).

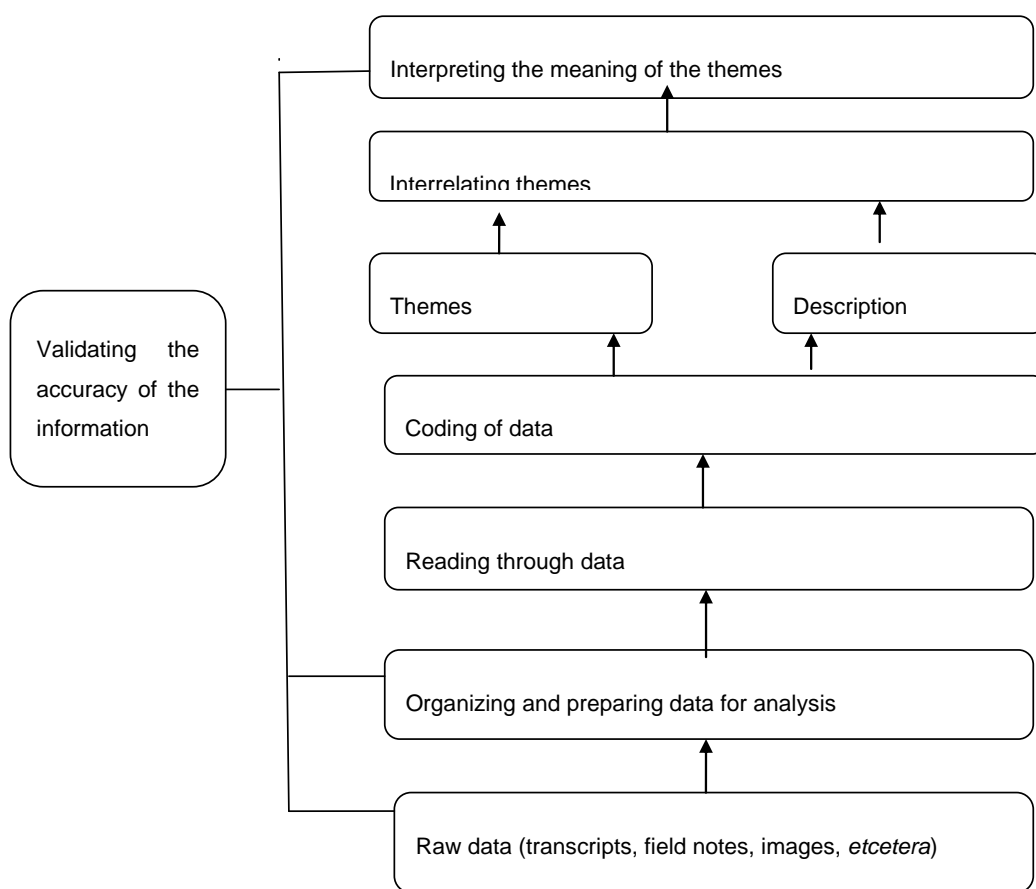
When analyzing the data, I considered the hierarchical approach building of data analysis which is interactive with various steps which are interrelated. The table below illustrates the hierarchical approach building of data analysis as recommended by Creswell (2007).

Table 3.1 presents various steps of data processing. To process data collected the steps in table 3.1 were used as a guiding tool on the processes of analyzing data. First, I organized and prepared the data for analysis. This step involved the transcribing of interviews, notes from the observations and sorting the data into different types depending on the source of information. This means that I grouped data collected at each site together. Second, I read through the data and wrote notes in the margins about the data to obtain a general logic of the information and to reflect on its general meaning. For example, notes written were on general ideas expressed by participants about how they implement IQMS, methods each school used to measure their performance as well as the strategies used by the principals and the SDTs to manage and evaluate the implementation process.

Third, I organized data into segments of text. The organization of data involved the following process: putting text data or pictures into coherent categories, patterns and themes. As I categorized the data, I identified other themes that served as sub-themes and they relied on the objectives of the study as well as common sense. For example, the aim of the study is to investigate how the



sampled school implement IQMS. Therefore the emerged theme under the aim was, the implementation process where I intended to investigate the following: on the sub-theme of training, I had to check if the participants were trained to implement IQMS; on coordination, the investigation was on whether IQMS is implemented as stipulated in 2003 IQMS manual; on roles and responsibilities of participants, I had to investigate whether the participants observed the hierarchical process of IQMS implementation; and linking DA with SIP, the aim was mentioned 3.4.3.



**Table 3.1: A hierarchical building of data analysis recommended by Creswell (2007).**

I read all the transcripts and jotted down some ideas as they came. This means that all the ideas that were under the theme were written next to the code and at

the end the gathered information was clustered. The same process happened to other themes such as strategies used to monitor the process and the methods used to measure teacher performance.

Information gathered from the observation of the school setting and the documents is illustrated in tables to gain an understanding of the actual degree of how IQMS is implemented at the sampled schools. A detailed discussion of the emerged themes and sub-themes would be presented in next chapter.

### **3.6 QUALITY AND TRUSTWORTHINESS OF THE STUDY**

A fundamental concern in any study is to incorporate appropriate mechanisms that assure the researcher and the reader of the quality of the research, such as its process as well as its findings (McMillan & Schumacher, 2009). The assumptions and characteristics of qualitative naturalistic inquiry as a research paradigm suggest a set of criteria for establishing quality. Following McMillan and Schumacher (2009), the study addresses quality in terms of trustworthiness related to the following criteria: first, credibility assuring the truth value of the findings and accommodating the need to understand, in a holistic manner, a complex phenomenon; second, transferability addressing the applicability of the findings but acknowledges that the study focus is on the particular case rather than generalizing; third, dependability assured that methods and methodological choices of the emergent research design were documented for external investigation; and fourth, confirm ability assuring the neutrality of the researcher to establish the degree to which the findings of an inquiry and not the biases, motivations, interests, perspectives of the enquirer.

The following section describes the steps that I took to build a foundation for trustworthiness and quality in the study.

The study presented the methodological approaches of the study and data available for analysis and interpretation. I took appropriate steps listed below to assure trustworthiness.

### **3.6.1 Quality of data sources**

I was keenly aware throughout the study that high quality data was the foundation upon which to document and build an understanding of the experience, feelings and perceptions of teachers towards IQMs implementation. Several procedures assisted in collecting appropriate, high data. For the documentary evidence I used primary source from established stored reports of IQMS implementation. Official reports such as meeting minutes, IQMS files, self evaluation reports, and the SIP forms provided me with authoritative data upon which to document the implementation of quality evaluation in schools.

Another procedure used for ensuring authoritative data was the use of purposeful sampling to individuals for interviewing the participants. I identified knowledgeable participants to ensure the authority of data. Purposeful sampling enabled me to choose individuals who had recognized authority by virtue of their roles and position in IQMS implementation.

The final primary source I collected was being a participant observer at the sampled schools. Being present at the sites provided first hand observation of standards of work in process.

### **3.6.2 Systematic collection and management of data**

After identifying the potential high-quality sources of data, I implemented the systematic data collection of activities. Aligned with data collection were procedures to manage the resulting large quantity of data. Several specific activities assisted in maintaining quality control during data collection: first, recording and transcription of interviewee. The choice to tape record the majority of interviews ensured that I had dependable data instead of relying on

post-interview write-ups of the interviews. Second, the collection of source materials from documents containing information about IQMS implementation. I chose these sources because they were related to the phenomenon. Third, purposeful sampling was used to identify authoritative sources for data. Purposeful sampling enabled me to maximize range of information collected.

Fourth, on data management controls, I implemented data management procedures such as logging the data collected from documents into databases and files, building a database of transcribed interviews and maintaining inventories of data collected. This helped me in preserving the data and providing systematic access to them.

These research activities and procedures safeguard the quality of the data collected by assuring firmness in the collection, processing and management of the data.

### **3.7 RESEARCH ETHICS**

Creswell (2007) asserts that most researchers who use a qualitative design address the importance of ethical considerations. I had an obligation to respect the rights, needs, desires and values of participants. In addition, I ensured that ethical issues were considered. This includes, obtaining permission to embark on the research from the districts' senior managers, circuit managers and principals and adhering to the principles cited by Leedy and Ormrod (2010) as well as Maree (2011) such as: informed consent; confidentiality and anonymity; deception, privacy, and empowerment; caring and fairness; and the need for the researcher to seek the participants' permission to audio tape the interviews.

I upheld the dignity, anonymity and confidentiality of participants at all times. The essence of anonymity and confidentiality was provided to participants. To ensure that their names and the names of their schools were not used, I used codes to identify participants. In qualitative research study, the researcher has

to establish objectivity in order to minimize subjectivity of results. Hence, objectivity, a concept which embraces fairness and unbiased on the part of the researcher, is discussed below.

### **3.7.1 Objectivity of the researcher**

McMillan and Schumacher (2009) describe objectivity as a procedure and a characteristic. To be objective means one is unbiased and open-minded rather than subjective. As a procedure, objectivity refers to data collection and analysis procedures from which only one meaning or interpretation derived. Objectivity means that the influence of the researcher's judgement is minimized. McMillan & Schumacher (2009) describes objectivity as the explicitness in the way that data are collected, categorized, reconstructed and interpreted and refers to the quality of the data produced by the producers for collecting and analyzing data.

### **3.8 CONCLUSION**

The chapter has discussed and summarized how I executed this study. I presented the research paradigm, research design, data collection techniques, data processing and analysis, and the management of data collection. The presentation focused on data collected from sampled secondary schools in Waterberg and Mogalakwena districts.

## **CHAPTER 4**

### **DISCUSSION/PRESENTATION/ INTERPRETATION OF FINDINGS**

#### **4.1 INTRODUCTION**

The previous chapter on research methodology showed how data was collected from eight sampled schools. The chapter presented the research paradigm; information on the research design, methods used to collect data, processes used to analyze data, aspects of validity and reliability of qualitative designs, and trustworthiness in the study. This chapter presents results from interviews, observations and documents from the sampled schools in Mogalakwena and Waterberg districts. Raw data from the mentioned techniques of collecting data were transcribed, organized, coded, analysed and interpreted. The participants of this study were the principals, SDT members and the teachers from the eight secondary schools. They were chosen because they have got knowledge on IQMS and they ensured authority of data collected. The schools were labelled alphabetically and participants from each school were coded according to the label of their schools. Thus, the presentation of this chapter is as follows: management and analysis of data collected, followed by the presentation of results of the study and the overview of the findings.

#### **4.2. MANAGEMENT AND ANALYSIS OF DATA COLLECTED**

The section describes the classification of data collected, building of database and the maintenance of inventories of the collected data. Data collected from interviews, observations and documents were organized and prepared for analysis as indicated in 3.5. The newly acquired data were organized according to ideas on the implementation process of teacher evaluation, IQMS; the methods used to measure teacher performance and the strategies used by the management to monitor and evaluate the implementation process. The data were categorized into themes and sub-themes. The emerged themes and sub-

themes relied on the aim and objectives of the study. A table below presents the emerged themes and sub-themes.

Themes	Sub-themes
The implementation process	Vision of the school Describe IQMS Purpose Training Roles and responsibilities Identification of strengths and weaknesses Compiling the PGPs Development of SIP Linking DA to SIP Moderation of scores
Methods of measuring teacher performance	Self evaluation Classroom observations Teachers portfolio Learners portfolio
Strategies for monitoring and evaluating the evaluation process	Planning Management Communication
The outcomes of IQMS	

**Table 4.1: The emerged themes and sub themes from collected data**

Table 4.1 presents the emerged themes and sub-themes according to the aim and objectives of the study. The aim and objectives of the study were presented in chapter 1. Literature presented the following: how teacher evaluation system is implemented worldwide as well as its purpose to the teacher and the schools. Furthermore, methods used worldwide to measure teacher performance as well as strategies used to monitor and evaluate teacher effectiveness using teacher evaluation were also presented.

In investigating how teachers implement the evaluation system IQMS at their schools, the following sub-themes emerged: first, the vision of the school which intends to investigate whether the mission of the vision statement is acquired through IQMS implementation. Second, the participants were to describe IQMS to ensure if they understand the evaluation system and its purpose. The matter is supported by Meredith and Mantel (2012) when expressing the importance of understanding the programme such as IQMS, before its implementation. They further expressed the importance of understanding an evaluation system by pointing out that an evaluation system such IQMS may provide teachers with a holistic perspective of the system and an increased ability to identify and disseminate best programme practices.

Third, the purpose of the evaluation system, IQMS emerged as sub-theme to investigate whether the participants understand its purpose. Fourth, training of teachers to implement IQMS effectively was investigated. Fifth, the participants were investigated to check if they know their roles and responsibilities. Sixth, the participants were investigated to find if they know to identify areas of strengths and weaknesses. Seventh, were participants able to identify areas of strengths and weaknesses, were they able to draw PGPs using the identified strengths and weaknesses? Eighth, were the SDTs able to draw the SIP? Eight, were the SDTs able to link SIP with DA? Ninth, were the SDTs able record the scores and compose the score? The intention was to investigate if they were moderated as stipulated in the IQMS manual (2003).



The second objective intends to investigate the methods that are used in classroom situation to measure the performance of teachers. A detailed description of different methods used worldwide to measure the performance of teachers in class was presented in chapter 2. The participants were asked which methods they used at their schools to measure their performance and the emerged subthemes were: self-evaluation; classroom observations; teacher's portfolios and learner's portfolios. The third objective intends to explore on the strategies that are used by the management to monitor and evaluate the implementation process, the following sub-themes come forward: planning; management and communication. The aim was to investigate methods used by the management to measure teacher performance.

The targeted sites from Mogalakwena and Waterberg districts were coded alphabetically to generate the description of the setting for the analysis. The reason for selecting these sites was indicated in 3.3.1. The selected participants were coded according to their sites. This is supported by Creswell (2007) when pointing that codes may be developed from the emerged information collected from the participants or used with the emerging themes.

Before the presentation of the results, I present the summary of the coded eight sampled schools with the profile of the participant to give the reader an insight into the description of participants, the location and the district in which the schools are situated. Below is a summary of the coded sampled schools.

#### **4.2.1 THE SUMMARY OF THE CODED SAMPLED SCHOOLS**

The table below (Table 4.2) gives a description of each sampled school, the profile of each participant and includes the following: the school's name, the location of the school, the age range, gender of the principals, teachers and SDTs and their experience in their position; and number of teachers in each school. The age, gender and experience of each participant are presented to check if the demographics had an impact in the implementation process of IQMS.

To maintain issues of anonymity, the schools were named alphabetically. For example, schools from Waterberg district were coded alphabets were A-D, and those from Mogalakwena district, from E-H. The participants were named according to the code of their schools. For example, the participants from School A were named according to the alphabet of their school that is principal from School A, the SDT from School A and so forth.

First, the table described the location of each school, followed by the district in which the sampled schools are located; the classification of masculine and feminine gender of the participants; experience of the participants in the position they are holding; and classification of their positions at school level.

#### *4.2.1.1 The Portrait of School B (the school in Waterberg and in township)*

School B is a quintile one school with twenty-two teachers and seven hundred and eighty nine learners. The school is situated in a township. The schools surroundings are kept clean by learners. There is a group of boys who make it a point that the yard is clean and put the garbage in the bins supplied by the municipalities. There is also a vegetable garden which is cared for by the learners. There are those who have been chosen to water the plants in the morning. The school experiences difficulties with sanitation. There are eight toilets for the boys, eight for the girls, one for female teachers and one for male teachers. The gates are locked during the day and they are opened during break and closed again until school out. When the bell rings, learners drag their feet to go to the next classes until someone comes and pushes them.

Variable	S: A	S: B	S: C	S: D	S: E	S: F	S: G	S: H
Location	Township	Township	Rural	Rural	Township	Rural	Rural	Township
District	Waterberg	Waterberg	Waterberg	Waterberg	Mogalakwena	Mogalakwena	Mogalakwena	Mogalakwena
Age	58+	48-57	48-57	48-57	58+	48-57	48-57	48-57
Gender of P	M	M	M	M	M	F	M	M
Experience in the position	4-10	11-20	4-10	11-20	11-20	11-20	11-20	4-10
No of T's	18	22	18	32	25	27	29	31
Gender of the T interviewed	F	F	M	M	F	M	M	F
Age of teacher interviewed	28-37	28-37	48-57	28-37	28-37	48-57	48-57	28-37
Experience in the position	11-20	Below three	4-10	Below three	11-20	4-10	4-10	Below three

No of SDTs	Taken care by the deputy principal and the HoDs	5	3	6	6	6	6	7
Age of SDT interviewed	Taken care by the deputy principal and the HoDs	28-37	28-37	48-57	28-37	28-37	48-57	28-37
Gender of the SDT	M	F	F	M	F	F	F	F
Experience in the position	Below three	Below three	Below three	Below three	Below three	Below three	Below three	Below three
Position in the SDT committee		Additional	Additional	Chairperson	Secretary	Chairperson	Additional	Secretary

**Table 4.2: Information of the eight sampled schools and the profile of the participants**

**Legends:**

S: School

SA: School's named alphabetically

P: Principal

M: Male

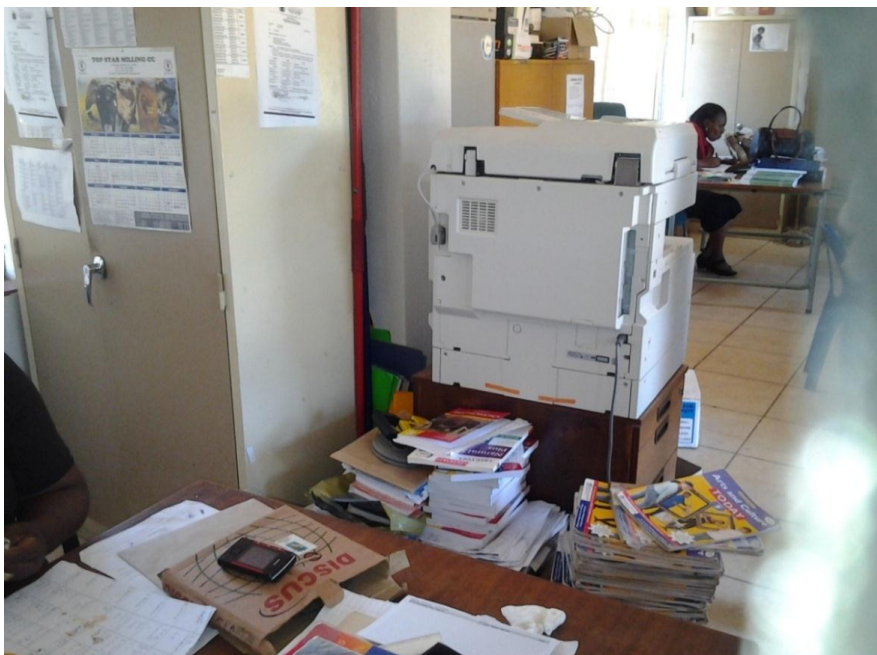
F: Female

T: Teacher

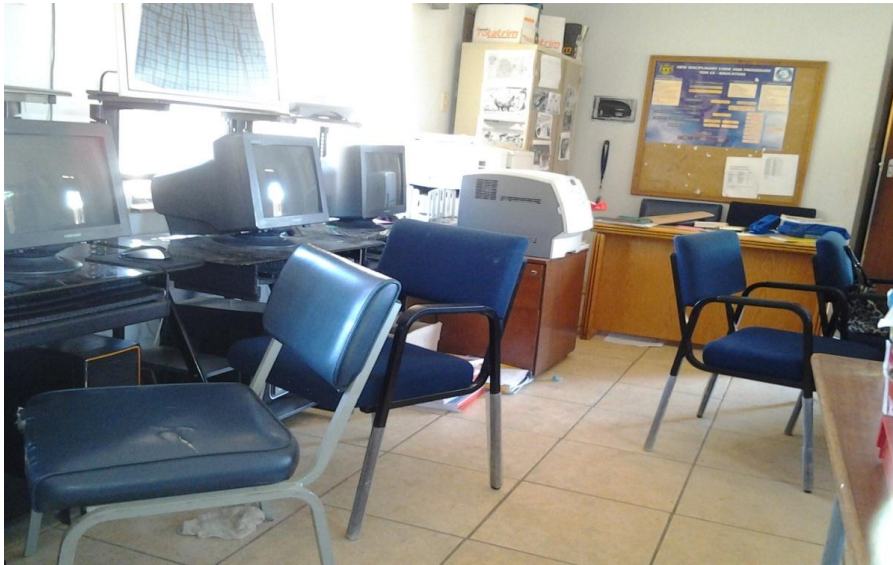
SDT: School Development Team

The SMT comprised of the principal, a deputy principal and three HoDs. The school had an administration building with only two offices which has an alarm system and security bars at windows and at the door. The principal shared the office with the three HoDs and shared two tables. In the principal office, there were two computers with printing machines and three cabinets to store the school files. There was a notice board with the hierarchical list of teachers; the vision statement; and the general time table. Learners' books were laid on the table and the floor.

The teachers' room was used by eighteen teachers who share seven tables and seven cabinets. They do not have enough storage to keep their books. Some of the books were laid on the floor and some on the floor. The room had eight computers with two printers, a refrigerator, fire extinguisher, the computerized general time table and pictures on the notice board. There is no space where the teachers may put learner's books.



Picture 4.1 The staffroom at school B



**Picture: 4.2. Resources at school B**

Books were laid on the table and some were on the floor (see picture 4.1 and picture 4.2).

The classes were overcrowded and were not kept clean. There was an inventory list, cleaning register at the back of each door and the class time tables were not visible to everyone to observe as they were placed at notice boards at the back. A bench which could sit only one learner accommodated two to three learners depending on their body mass.

Since 2010, the enrolment had increased and the Limpopo Department of Education had never delivered the textbooks, so learners shared textbooks. The teachers explained that those who shared textbooks lived in the same location. Some learners had to copy homework from the person who has the text book, while others use it as an excuse for failing to do the homework complaining that the one who had the book was absent.



**Picture 4.3: An overcrowded class at School B**

The photograph above gives a clear view of an overcrowded class at School B. It also gives evidence of learners sharing a desk and table. A table which is supposed to be used by two learners is shared by three to four learners depending on the fitness of learners. There is a notice board at the back of each class with few resources.

#### *4.2.1.2 The description*

School B is situated in a township and has a shortage of infrastructure, teachers and toilets for learners and teachers. The management shares one office, eighteen teachers share one staffroom and the classrooms are also overcrowded. The school has eight toilets for girls, eight for boys, one for lady



teachers and one for male teachers which are not enough. There is also a shortage of textbooks and school furniture.

#### *4.2.1.3 The Portrait of School G (Mogalakwena District)*

The School is situated in a rural settlement. The SMT of the school comprise of the principal, the deputy principals, four HoDs and twenty-nine (29) teachers. The SDT component comprise of six members.

There is an administration block with two offices. The principal and the deputy principal have offices while the HoDs and staff members use one of the mobile class supplied the department. Classes were enough at School G that is the reason a mobile class serves the purpose of an office. The doors and windows have security bars. There are no fire extinguishers as at School B. The Limpopo Department of Education have supplied the schools with books.

The school yard is surrounded by the fence. There is a gate which is locked by the security man after hours. In each class, there is an inventory list and class time table placed on the notice board. When the bell rings, there is no unnecessary movement. Learners go straight to their classes. There is a pit hole at the back of the classes which is monitored by the security man. He ensures that there is no littering in the yard.

#### *4.2.1.4 The description*

Unlike School B, the school has the administration block with two offices for the principal and the deputy principal. The class timetables placed on the notice board at the back are visible to everyone. The Limpopo Department of Education supply the school with books. Learners are not crowded in their classrooms and classes are enough for the learners such that the teachers could use a mobile class as the staff room.

### **4.3 PRESENTATION OF RESEARCH RESULTS**

The presentation of the study will be based on the findings from the interviews, observations and document analysis.

#### **4.3.1 Presentations from interviews**

I interviewed eight principals, eight SDT members and eight teachers (see appendices F-H). It was indicated in chapter 3 how the interviews were conducted, transcribed and analyzed. The aim of the interviews was to gather in-depth information from the participants on how they implement the evaluation system, IQMS. The results were presented in themes and sub-themes which emerged from the responses of the participants from the interview questions and compared with set themes from the literature review. The following themes emerged: the implementation process; methods used for measuring teacher performance and strategies for monitoring and evaluating teacher performance. (Refer to table 4.1)

##### *4.3.1.1 The implementation of IQMS*

IQMS is not implemented as stipulated in the 2003 IQMS manual. The implementation process at different schools is different. Each school has its own method of implementing the evaluation process. This became evident when School A did not elect the SDT component as indicated in the 2003 IQMS manual. The school decided to use the deputy principal and the HoDs to manage the implementation process.

The participants expressed difficulties they experienced in the implementation of teacher evaluation, IQMS. The difficulties were categorized into sub-themes as presented in 4.2. The presentation of the sub-themes as indicated in 4.2 was linked with literature review and with what is presented in 2003 IQMS manual. Chapter 2 presented the procedures of effective implementation of teacher evaluation; and the purpose for its effective implementation, see 2.6 and 2.4.

Therefore it is important for teachers to implement this evaluation system effectively because the rise and fall of schooling rest on their shoulders. It is important for them to be of quality if they are to be the keepers of it.

#### *Vision of the school*

The principals described that they have vision and mission statements at their schools which is a good practice to know where you are going as a leader to attract the followers which were teachers, parents and the society. Indeed, they recognized the importance of having a way of practicing their leadership at their respective schools. This is also supported by Johnson (2009) and Darling-Hammond, Chung Wei, Andree, Richardson and Orphanos (2009) when they linked quality teaching with the characteristics of the school and included an agreement on vision and values; teaching and learning; coherent management arrangements; formal and informal leadership; staff development among staff members implemented regularly and effective relationship of the school with the community members.

The principal of school B described that the vision statement as a tool that encourages them to be positive at all times. He further said:

*“Through difficulties we shall succeed”. This vision statement encourages teachers to be positive all the times. It does not mean that they would never encounter difficulties in their professional duties. Challenges are always present in any working place. The challenges need focused mind and sober soul.”*

The motion of being positive at all times is also supported by Mbalati (2010) and the NBPTS on [www.nbpts](http://www.nbpts) when pointing out that the vision inspires and gives teachers the necessary energy to keep going. In addition, the vision is a guiding force that drives schools to achieve the main objectives which is quality teaching.

Some principals indicated that they have a vision and mission statement which gives teachers and learners values and integrity. They made the vision known to teachers and learners. The principal of school H indicated that making the vision statement known to teachers made them to be committed to their work.

The principal of School H responded that:

*“In each staff room and class there is a vision statement for teachers and learners to read and remind them what is expected from them. At the end of each quarter we analyze the result. We revisit the vision statement and remind teachers what they are expected to do. When revisiting the vision statement, the South African Council of Educators (SACE) code of conduct is read. We are doing this to motivate the underperforming teachers to perform better.”*

This implies that the principal made the mission known to all staff members and learners to motivate them to be positive at all times in order to produce quality teaching and learning.

Some principals noted that at the end of each year, they reflect on the vision statement, discussing about progress or setbacks that occurred during the year. They sat as SMT and identified things that they did, what they did not do, and checked the evidence that they were about to reach their goal of quality teaching.

Some principals do not have that idea. They should have a plan which sets out practical steps to achieve the set outcomes of the vision statement. The principal of School B indicated that in his school when they encounter challenges they succeed because the vision drives them to be always positive. He said:

*“What I really do is that I draw a plan and take it to teachers for them to add some of the activities they wish could be implemented during the year. Each*

*teacher is going to have a copy of the agreed plan and if there are changes, teachers are informed.”*

Some of the SDT members opposed statements uttered by their principals when indicating that they had plans which set out practical steps to achieve the outcomes of the vision statements. The SDT of School B said:

*“At my school the plan is drawn by the principal without consulting staff members. The drawn plan is just a frame in the office. Teachers do as they wish. If one teacher decides to give learners formal assessment, she/he reminds others that term assessments are needed. Then a group will follow. Sometimes learners write three papers. If there was a plan learners would have known long that they are going to write.”*

When the SDT member from the school was further asked if they have the IQMS plan? She said:

*“We do not have one. We are reminded by the circulars from the district that we should submit our summative scores.”*

The view expressed by principals on having vision statements at their schools was consistent with what was indicated by the some of the SDT members.

#### *Description of IQMS*

In Chapter 2 it was indicated that those in the management of evaluation system process should have knowledge of the evaluation process, to implement the evaluation process effectively. Thus, it is important for those in management to have a detailed knowledge of the IQMS. They should know the purpose, principles, and procedures of implementing IQMS in detail. This is supported by Blaauw (2Dhlamini, 2009; Baloyi, 2009) when pointing out that the success of the implementation process depends on the ability of the principal to lead the advocacy and to train teachers on IQMS. The study found out that participants

understand IQMS differently? Their views on the description of IQMS were divided into three categories. Thus, there are those who seem to understand fully, some have a minimal understanding and some have negative thoughts about IQMS.

Those who seem to understand fully know that IQMS is an integrated management system consisting of three programmes aimed at enhancing and monitoring the performance of the education system. This became evident when some of the principals described IQMS as follows; for example, the principal from School A, E, F and H described IQMS as:

*“An appraisal instrument that helps one to identify his/her strengths”*

In addition, some had pointed out that IQMS is a process of identifying teachers' weaknesses and strengths to develop them to perform their professional duties effectively. There is a hierarchical procedure to be followed when the mentioned strengths and weaknesses have to be identified. This is supported by the IQMS manual (2003) and Baloyi (2009) when indicating that the teacher should be evaluated by the Education Specialists or the HoD or principal where there is no HoD, the HoD by the education specialists or by the deputy principal or principal, the deputy principal by the principal and the principal by the regional or by the circuit manager.

Those who seem to understand what IQMS is were chosen to be members of the School Developmental Teams. They were chosen because they gained knowledge of IQMS from the institutions they registered with for furthering their studies. SDT C and E have the idea that IQMS is an evaluation system meant to develop teachers to deliver quality only if the system is implemented as required. When SDT C was asked about the description of IQMS she indicated that:

*“It is a valuable tool for developing teachers. If the evaluation system may be implemented as stipulated, quality will prevail in each school.”*

Teachers who seemed to understand what IQMS is, indicated that the evaluation system develops teachers to perform better in their classrooms. They indicated that the evaluation system makes them aware of the things that are demanded by the scope of the curriculum that the teacher may have not done. They further indicated that the evaluation system addresses the challenges they encounter during their practices. The matter is supported by Monyatsi (2009) and Mathye (2009) when indicating that teachers were responsible for delivering quality teaching and learning.

There were those who thought that IQMS has many flaws such as the principals from Schools C, D and G. They indicated that the evaluation system had flaws because teachers chose DSGs comprising of their friends that would never develop them.

Clearly, the mentioned views indicate the culture of teaching and learning that exists in schools. The IQMS manual (2003) indicates that IQMS is an evaluation system which aims to improve the quality of teaching and learning. It has three programmes which need to be integrated to enhance and monitor teachers' performance, namely DA; PM and WSE. These were briefly discussed in Chapter 1 (see 1.1).

Some of them did not have a clue of what IQMS is? What most knew was that it is a policy that teacher unions had agreed to implement so that they could get one percent increase. This came evident when the principal from School B was asked, he indicated that:

*"It is a union thing. I blame SADTU, if they did not sign at the ELRC; we would now do our work peacefully. This IQMS has a lot of paperwork. We are now working as slaves".*

The principal was further asked if he would be pleased if he was evaluated by the district or the circuit.

He indicated that:

*“It was better, because we were not filling lots of papers as we are doing now. In the past when the circuit manager paid you a visit, you only present your lesson and he is the one who is doing the writing. Now you have to fill so many forms.”*

Teachers who viewed IQMS negatively and do not have a clue of what an evaluation IQMS is indicated the following:

The teacher from School F said:

*“This evaluation process, IQMS wastes our time because during the period when the summative scores had to be submitted, learners are struggling. Last year it took us two weeks to fill the forms. When they went for moderation, they were returned and we had to correct them to get one percent increase. They told us we haven’t filled them correctly. We were forced to leave classes and fill them again.”*

Which forms were incorrect?

Teacher F:

*“They indicated that the dates that were written on our forms were wrong and the points that were written on the self-evaluation forms were wrong. They also indicated that when you have scored two, two strengths should be given with and how to develop those two points. If the teacher scored three, he should show three strengths”.*

Some who do not have a clue about IQMS pointed out that IQMS is done to fill in the forms and submit them when needed by the department.

*The purpose of IQMS*



Different countries had reasons for introducing teacher evaluation processes (refer to 2.4). The participants described the purposes of IQMS differently. Those who seemed to understand IQMS and some of those who indicated that it has many flaws understood the purpose of IQMS as they pointed out that IQMS improves the quality of teaching. This is supported by Chisholm and Chillisa (2012) and Lekome (2008) when pointing out that teacher evaluation had the potential role of improving the standard of teaching. On the other hand, the IQMS manual (2003) described the purposes of IQMS as follows: enable different quality management system programmes to inform and strengthen one another; define the relationship between the programmes of IQMS; avoid unnecessary duplication to optimize the use of human resource; assure an ongoing support and improvement and advocate accountability.

Those who do not have a clue about IQMS pointed out that the evaluation system helped them to get a one percent increase each year. They pointed out that the government and teacher unions noticed that teachers were low-paid employees and decided to introduce the system that would boost their income. They indicated that this could be achieved only when they submitted their summative forms on time. The mentioned statement supports what De Clercq (2009) had suggested when noting that PM and DA be separated because most teachers pay attention to PM.

The study also found that principals, who do not understand IQMS, were the cause of making teachers not to identify their weaknesses and strengths during self evaluation process as they felt that those in the management would look them unwise. This delayed quality implementation of the evaluation system. The management should have knowledge of the evaluation system, encourage an ongoing support of teachers and motivate teachers to implement the evaluation system.

The teacher from School B indicated that:

*"I am afraid to identify my weakness because I think that the DSG will tell the principal that I am stupid. So it is better to keep things to yourself."*

The teacher from School B was further asked this question. What do you mean when pointing out that you had better keep things to yourself?

She said:

*"It is hurtful to hear people talking badly about you. Instead of developing you, they will say negative things about you, saying they wonder how the person got the professional certificate. That's how things are at our school. If there is anything I am not sure of, I would rather ask from my colleagues and not all of them will keep your problem to themselves as they follow the example of the principal."*

### *Training*

Training lays the foundation for the successful implementation of the evaluation process (Nkambule, 2008; Weisberg et.al, 2009). Most studies conducted in South Africa also indicated that there is lack of training in the implementation of the evaluation of teacher quality (Munonde, 2009; Cele, 2008; DoE, 2009; De Clercq, 2009; Risimati, 2007; Steyn & van Niekerk, 2007; Monyatsi, Steyn & Kamper, 2006). Their studies found that there is poor training from the districts and schools and that not all the teachers have attended the advocacy training conducted by the Department of Education. The study found out that teachers were trained for two days and approximately three hours each day. They pointed out that the training was attended by some of the principals and teachers. The purpose of the advocacy was to introduce IQMS in schools and to train them so that they will be able to do advocacy and train other teachers at their respective schools. They all noted that they did not gain adequate training due to limited time that was allocated for the training. The training manual

(IQMS manual, 2003) was a guide to train the delegates and they were required to train other teachers.

They further pointed that they also experience difficulties in ensuring that all teachers in the school were trained. At some schools those who were trained had moved to other schools and they had not trained other teachers on IQMS implementation when they came back from the advocacy training. The SDTs from such schools complained that how they were expected to train others when they had not been trained. The SDT from School D pointed out that it is difficult to facilitate and give guidance on how DSGs are established as he was never trained. That is the reason why some teachers decided to choose their friends to be their peers and seniors and some chose to be evaluated on subjects that are taught by their friends. On the other hand, the IQMS manual (2003) stipulates that each teacher should choose his/her immediate senior and one other teacher on the basis of appropriate learning area. It does not indicate that the teacher should choose his/her friend to be his/her DSGs.

Teacher evaluation is seen as right of teachers. The matter is supported by Muijs and Reynolds (2012) when pointing out that teacher evaluation is seen as something which is done with people rather than to people. That is the reason it is important that teachers select their own appraisers. The aim was, when they had chosen their own appraisers they would participate effectively in the implementation process. It came to my attention that some teachers had selected friends as their appraisers. It became evident when the principals of School C, D and G pointed out that teachers selected their friends to be their support groups.

If teachers were trained about the hierarchical model which indicates the organizational order, they would not choose their friends to be their peers and seniors. The hierarchical model states clearly who should evaluate who? It says the principal should be evaluated by the circuit manager; deputy by the principal; teachers by the HoDs.

The study revealed that newly appointed teachers from School B and School E were not trained. When the principal of School E was asked why the newly appointed teachers at his school are not trained, he said:

*“I was never trained. What I know is that IQMS helps teacher to identify their strengths and weaknesses. To train teachers to identify such strengths and weaknesses is a difficult task to me because I do not even understand the terminology used in this evaluation system?”*

#### *Roles and responsibilities*

The IQMS manual (2003) describes the roles of SMTs, SDTs, and principals. It indicates that the major roles of the SMTs are to supervise the implementation process, and the coordination of IQMS implementation is done by the deputy principal while the evaluation of teachers done by the HODs. The principals and deputy principals have no effective role in the evaluation of teachers since the HODs who act as seniors and peer teachers have role of evaluating teachers in schools. This implies that IQMS is a programme which is implemented without effective participation of principals and deputy principals. The above mentioned is against employment conditions of the principals and deputy principals stipulated in Education Laws Amendment Acts (2007) and Employment of Educators Act (1998). The two Acts requires principals and deputy principals to guide and supervise the work and performance of the staff. Despite that fact the IQMS manual (2003) requires principals to supervise the overall implementation of IQMS in schools and conduct the advocacy workshop for newly appointed staff members. It further indicates that the principal should ensure that teachers are fairly evaluated during the implementation process, be a member of the SDT, submit the scores of teachers to the provincial department of education for salary progression and submit the School Improvement Plan.

It came to my attention that some of the principals are not the members of the SDTs and have shifted their responsibilities to deputy principals and HoDs. In

addition, they forgot their responsibilities of coaching teachers for the sake of teacher development as well preparing them to be of quality. They were of the opinion that their exclusion from the SDT committees were because they have got so many tasks to perform at school. Some of them were of the view that the evaluation programme waste their time. They indicated that they have managerial tasks to perform and are happy with the point that they are not part of the DSGs. Principals from A, B, D, and F were of the opinion that it will be tiring for them to evaluate all teachers in the school and supported the idea of DSGs evaluating teachers in schools.

The principal of School A indicated that:

*“We have got lots of responsibilities; this is time consuming and wastes our time as we came here to teach, unless if IQMS was streamlined as part of the curriculum”.*

In the midst of the duties of the SDTs, they coordinate activities pertaining to staff development and give the teachers guidance on how DSGs is to be established. If principals are not part of the team how are they going to monitor the development of teachers and give guidance on the selection of the DSGs? The DSGs have an important role to play in the implementation of IQMS. They are to provide support and mentoring to teachers. Lack of monitoring and failure to give guidance might be the cause why some of them ending up choosing their friends to be their support groups.

Some of the SDTs and principals complained that some of the DSGs selected by teachers were not skilled in making observations and assessing the performance of the teachers. This may be because they chose their friends who do not have the knowledge of the subject they are teaching, or that are not trained to score teachers. This matter is highlighted by Stivers and Cramer (2015) when pointing out that rating errors include the halo effect and problems with regard to leniency and strictness.

Some of the SDTs execute their duties fairly; pointing out that their coordination role involved drafting timetables for the DSGs for measuring teachers' performance; keeping the IQMS records; and coordinating the overall implementation process. The IQMS manual (2003) supports such role because amongst the roles of the SDTs, they should coordinate activities pertaining to staff development; ensure that all the records on IQMS are maintained; compile scores to the summative evaluation form; and manage the implementation process for both baseline and summative. Both SDTs members did not show how they coordinate ongoing support and develop the SIP.

Teachers have the role to play in the implementation of IQMS. Some of the teachers were aware of their roles in the implementation of IQMS. Mathye (2009) indicated that teacher evaluation is seen as a right of teachers. This is supported by Lekome (2008) when pointing out that teacher evaluation is seen as something which is done with people rather than to people. That is the reason it is important for teachers to select their own appraisers so that they be involved in the process. It came to my attention that some teachers when selecting their appraisers chose their friends or decide to be evaluated in a subject they know that the head teacher does not have knowledge of the evaluation system.

It was evident that teachers from School C, D and G chose their friends to be their support groups. Other teachers had selected the DSGs who had special knowledge of curriculum and learning programme. The IQMS manual (2003) addressed the matter when noting the importance of schools organizing a hierarchical model which indicates the organizational order. As indicated earlier, this would help teachers to know who should evaluate them. It is for this reason that the heads of departments (HoDs) had to evaluate the post level one teachers under their supervision, while deputy principals were expected to evaluate the HoDs and principals were to evaluate the deputy principals. If there was a shortage of HoDs as in School H, the school may decide who amongst

the SMT will evaluate the teacher. For example, the teacher from School H when asked who his DSGs are, he indicated that:

*“My senior is the deputy principal and my peer a teacher who teaches the same subject as mine”*

The teacher was further asked why he chose the deputy principal and not the HoD.

He indicated that:

*“Our school is understaffed. We are running short of teachers. My deputy-principal even though he is not teaching the subjects that I am teaching, is specialized in the subject I am teaching and has taught the subject before.”*

This was an indication that the performance of some of the teachers was not measured according to the set criteria of the evaluation system but with the aim of helping the teacher to qualify for salary progression. For the reason that teachers were evaluated by friends, it came clear that ratings were inflated as the teachers were evaluated by their friends. This is an indication that they do not need development for how could one develop a teacher who already scored well?

#### *Identification of strengths and weaknesses*

To improve the quality of teaching, teachers need to be motivated to identify their strengths and weaknesses. The matter is supported by Poet, Rudd and Smith (2010) when pointing out that for teacher to truly identify their areas of need and strengths they need to be motivated. The study revealed that most teachers were not motivated. A major reason for their motivation is the high demand required of them. This leads to the erroneous belief that the evaluation process interferes with their work. This became evident when some of the principals noted that it wastes their time. In addition the study revealed a range

of factors that discouraged teachers such as overcrowded classes, shortage of books and shortage of teachers and lack of help. For example, the school is unable to buy them books and create relief from the burden they have. For this reason teachers view the evaluation system as another real problem that is added to their job description.

Some indicated that they wanted to ensure that their learners enjoy and understand what they were doing in class.

One teacher from School E indicated that:

*"I am able to identify my strength and weaknesses because I always think about how I can make my lesson interesting. Where I counter problems, I consult my DSG for assistance".*

Some indicated that they were unable to identify their weaknesses because of the attitude of their managers. Teachers were afraid to identify weaknesses because they were afraid that their managers might think they were foolish. Some teachers see the evaluation process as a yard stick that the management uses to judge their performance.

Some indicated that they preferred to avoid the evaluation process because of the confrontations they encountered afterwards. They do not welcome criticisms from their superiors.

#### *Compiling of the PGPs*

PGPs are developed after the teacher has received the feedback about his/her performance during the observation in class to improve teaching practice. This is in line with the IQMS policy manual (2003) which indicates that the PGP is developed by the teacher with his/her DSGs. The study found that most teachers develop their PGPs without the help of their DSGs and some were unable to compile the PGP form. They copy what their colleagues have written



on their PGPs. The PGP should include the target and time frames for improvement as well as address growth at four levels where applicable and include areas in need of improvement; areas for which the DSG is able to provide guidance; areas that the department of education should provide in-service training; and areas where the teacher may develop his/her qualification to be able to teach a new subject.

This became evident when the teacher from School H was asked how she develops her PGP. She said:

*“The PGPs are compiled by the teachers after the completion of self evaluation process”*

Others indicated that the PGP were developed from the suggestions given by the DSG during the evaluation process. This was usually done after the observations of the teacher and the evaluation report given by the DSG.

#### *The development of SIP*

The IQMS manual (2003) stipulated that the SIP enables schools to measure their progress. The SIP is developed from the outcomes of the PGPs from individual teachers. The plan is developed to identify programmes that will help teachers perform better or improve their skills. The plan should be sent to the district for the delivery of support and development opportunities. The study revealed that some schools do not have SIPs and also never submitted their SIPs to the district level. That is the reason there is neither support nor developmental opportunities received from the department.

The SIP enables schools to measure its own progress through a process of ongoing self-evaluation. It should be developed by the SMT and the SDTs and submitted to the district to inform their planned deployment to support the schools. An alternative way for the SDTs to develop SIPs is to carry out the needs assessment and use it to formulate a professional development

programme for the year. Monyatsi (2009) suggested ways of carrying out the needs assessment. He indicated that a list of all aspects of teaching and learning that teachers have identified as topics for professional development could be drawn up for discussion and rated in terms of their perceived importance. The results are then analyzed and used as the basis for drawing up the professional development of the year.

#### *Linking DA with SIP*

Most schools do not have the SIP, for example, Schools B, C and D. This is an indication that schools implement IQMS for salary progression only. The procedures of the implementation indicate that after classroom observations, the DSG should assist the teacher to develop the PGP. The PGP guides the SDT on how to draw the plan for development. If the school does not have any plan, it shows that teachers at that school are not developed. To achieve the vision of each school which drives to quality, teachers need to be developed.

#### *Moderation of scores*

It is the responsibility of the SDT to complete the necessary documentation for PM, sign off on these to ensure fairness and accuracy and submit the necessary documentation in good time to the principal for him to submit to the district office via the circuit office (IQMS manual, 2003). If the principal does not have knowledge of how IQMS is implemented it is going to be a problem because when submitting the documentation they are asked questions to ensure the implementation. This became evident when the principal of School B went for submission, the documentation was returned for them to make some corrections. The principal was unable to explain what was said. He indicated that he was frustrated. The SDT indicated that the department of education wanted them to account for the non submission of the summative scores for 2012.

When the principal was asked what the reason was, he said:

*“When the documentation was submitted to the circuit office, they mentioned certain terms which I do not understand. Then I asked the chairman of the SDT to go and submit the documentation at the district. She indicated that when submitting the documentation to the department, she could not find the person who was responsible for IQMS.”*

As a follow up question the SDT of school B was asked where they were able as the team to make the corrections because the principal indicated that he did not understand certain terms.

She said:

*“We went to the neighbouring school because they also submitted their documentation and helped us. We managed to make the corrections. However, instead of submitting the documentation before the closure they were submitted on the reopening. The principal indicated that we are now busy with the schedules, the documentation will be sent to the district during the opening.”*

Overall all the schools know that the SDT moderates the scores and give the principal documentation to submit to the district via the circuit.

#### *Challenges in the implementation of the evaluation of teacher quality*

Challenges faced by the principals and STDs when coordinating IQMS were the attitude of teachers; time factor and the rating error. There was indication that some of the teachers felt that the evaluation process was implemented to provide a basis for disciplinary action, or to demote or find a fault in their teaching practices. This is the reason why at some schools this evaluation process was not implemented as stipulated in the IQMS manual (2003) and implemented when documentation was needed at the district offices. It is also supported by Stivers and Cramer (2015) when pointing out that supervisors

often prefer to avoid the evaluation process because they feel uncomfortable to face confrontations.

The frustrations and loss of credibility and power of those in management over the evaluation processes were matched by that of the users Mathye (2009). Management often sees the evaluation process as another time consuming, personnel-paperwork requirement, having little utility to solve management problems, such as meeting deadlines and containing costs, as called for by the South Africans Schools Act 84 of 1996. Principals probably spend more time trying to contain costs and to balance their books because of the financial and budgetary demands being made by the department, than in any other aspect of their work.

As a result of this, they often see the evaluation process as yet another time-consuming task that had to be completed. This became evident when principal B indicated that they had lots of responsibilities. The evaluation process was an important task that is often neglected, or it is rushed through merely for the sake of meeting deadlines or completing paperwork so that the school reflects 'good' managerial skills, as seen by the department. In actual fact the evaluation process was one area that was sadly being neglected and rushed through as it offered little or no rewards. It is no wonder that teachers are so disillusioned that many opt for early retirement or retrenchments packages as noted by Mathye (2009).

Most of the participants were not trained to implement IQMS. Those who were trained indicated that the training took only three hours. Training is important as it would provide the participants with knowledge and skills to conduct effective evaluation in their schools (Kimball & Milanowski, 2009).

#### *4.3.1.2 Methods of measuring teacher performance*

Different forms of measuring teacher performance were discussed in chapter 2 (refer to 2.8). The study found out that the methods used in the sampled

schools to measure teacher performance were the following: self evaluation; classroom observation, learner's portfolios and teacher's portfolios. Each finding is presented below.

#### *Self- evaluation*

According to the IQMS manual (2003), self evaluation is done by an individual teacher and should be done immediately after the initial advocacy and training, using the same instruments that will be used for DA and PM purposes. The study found out that self-evaluation is not done as prescribed in the IQMS manual. This became evident when some of the teachers were asked how they evaluate themselves.

The teacher from School H said:

*"I choose my DSG at the beginning of the year. Then during the third quarter, I submit my self-evaluation form and the self evaluation report to my DSGs. Afterwards I fill the PGP, classroom observation form and post-evaluation form which require the signature of the DSG".*

This was a different case from what the teacher from School D said about self evaluation.

He said:

*"We do not have the chance to evaluate ourselves. The SDTs give us the IQMS forms. These are self evaluation forms, self evaluation report form, observation forms, and pre-evaluation forms and we are given a week to complete the forms. They take those forms and fill the one that is required for submission to the department"*

This was an indication that teachers were not implementing the self-evaluation process as indicated in the IQMS manual (2003). The importance of self-evaluation by the teacher is to reflect on how she/he is performing in the

classroom situation. It came to my attention that most of the teachers do not evaluate themselves. The self evaluation form that was used three years ago is still used to date.

This became evident when the teacher of School G said:

*“I have evaluated myself in 2011. I am using the same evaluation form to develop the PGP”.*

When he was asked why he did that? He indicated that the SDT and the principal did not monitor the self-evaluation forms. IQMS has a lot of paperwork, and nothing has changed since 2011.

#### *Classroom observation*

Class observation is a process conducted by the DSGs. There are phases involved during the classroom observation which include the initial meeting, observation, feedback and the report. During the initial meeting, the teacher together with his/her DSGs discuss issues that are to be observed during the process such as the criteria on how the teacher would be rated and also inform the teacher about the procedures and processes to be followed. It came to my attention that some of the mentioned processes were not observed at some of the schools visited. For example, at School B, the teacher calls her/his DSGs to the class without pre-evaluation discussion.

This is what the teacher noted:

*“We do not hold pre-evaluation meetings. We usually call our DSGs to accompany us to class. When they arrived in the class, they sit at the back and listen to me teaching and rate me. The rated marks are going to be used for pay progression”.*

This was different to what is practiced at School F.

The teacher indicated that:

*“Before the commencement of classroom observations, we hold a meeting held between myself and the DSGs. We discuss the following: the period they are to visit me, the sitting arrangements and the things that they are going to observe”.*

The teacher from School C said:

*“The HOD and the deputy principal came to my class and sit at the back listening to me while teaching. At the end of the lesson, they went out”.*

When he was asked if they held meetings before and after the evaluation process, he indicated that they did not. The IQMS manual (2003) pointed out that it is a good idea to discuss tasks to be observed during the observation process before hand because it will highlight the teacher on such aspects. During the observation process the DSGs should record what the teacher did in class for the purpose of giving the concerned teacher a feedback. The DSG may use open recording where they write down key points in the lesson, tally system where they put down a tally or tick every time an event occur against predetermined criteria agreed upon or record events on a diagram. The most used method is the tally system. At school A, the management when visiting teachers in class, use the tally system.

Teacher A has indicated:

*“After the observation process, the HoD prepares himself to give me the feedback on my practices.”*

The IQMS manual (2003) pointed out that the DSG must discuss their evaluation with the teacher and provide feedback. If there is difference, they need to be resolved. The feedback that they are to present to the teacher should focus on the following: performance and not personality; observation and

not assumption; sharing information and not giving instruction; and individual needs. Teacher A was asked what type of feedback the management gives her.

She said:

*“The feedback is on the presentation of the lesson, the management of the class and the learners’ participation during the lesson.”*

#### *Teacher portfolio*

A teaching portfolio is a collection of information about the teachers work organized and presented as evidence of learning achievements over a period of time (Steyn & van Niekerk, 2007). They further pointed out that a classroom-based teachers’ portfolio should include the following: a lesson plan and a description of what actually happened during the lesson presentation; examples of learners’ work; details of his/her assessment strategy; and examples of marking and record keeping. To make a fair and just evaluation of teacher’s performance, it is important for the portfolio to be submitted or presented during the observations. It came to my attention that during the observations, portfolios are not presented.

Teachers indicated that learner’s portfolios and teachers portfolios are presented only during the CASS moderation. It was also noted that the teacher’s file that has to be submitted having the following: annual teaching plan, assessment plan, formal assessment tasks and memoranda, indication of textbook(s) and resources used, record sheet containing learners’ marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support, where they exist. Teachers were compelled to maintain their portfolio files. Failure to maintain the portfolio constitutes an act of misconduct. Thus, it is important for teachers to maintain their portfolios as required. They were asked whether submitting the portfolios for moderation improve their performance.



The principal from School A indicated:

*“This CASS moderation does not improve anyone, because after the moderators have discovered that there are mistakes in the portfolio, they send the file back to the teacher to make the corrections”.*

The principal was asked how the portfolio could have mistakes while it had been moderated at the school level by the management.

He said:

*“They are moderated at school level after we had received a notice that there will be moderation. If there are moderated during the first term, there would be no mistakes”.*

The principal from School D indicated that CASS moderations improved teachers’ performances. He wished that all the teachers’ files were moderated by the District. He also wished that the moderators could visit school to monitor how teachers are performing.

The principal of School H shared the same sentiments with the principal of School D but also suggested that the moderators from the district call individual teachers to discuss their mistakes. He indicated that the files were taken by the HoDs. Sometimes, one HoD had to take four files. Sometimes the HoD concerned is unable to communicate with the moderator and just read the comments written.

#### *Learner portfolio*

The learner’s portfolio is another method of measuring teacher performance. Learners’ portfolios’ should have the following and be monitored at school level before they could be submitted to the district: annual formal programme, the declaration form, question papers, answers and feedback for each term.

Initially the Department of Education has the responsibility to monitor the implementation of the agreement and ensure that all processes and procedures outlined in the Collective Agreement are fully complied with.

IQMS is the National Department of Education's model for school improvement, using the results of DA of individual teachers as the basis for the development of the SIP. The SIP describes actions and processes needed to produce school improvement. Responsibility for developing the SIP rests with the SDTs, which are made up of the principal, the whole school coordinator, democratically elected members of management and elected post-level one teacher. Essentially, this group or team uses information provided by each teacher's development support group to identify teachers' developmental needs. The development support group consists of the teacher's immediate senior, normally the teacher's subject head and the peer selected by the teacher. The IQMS manual (2003) pointed out that the development support group of staff members should be as follows: the principals should be evaluated by the circuit managers and their peer at school level; deputy principals, HODs and teachers should be evaluated by their seniors and immediate peers. The purpose of these evaluations is monitoring the quality of curriculum delivery in schools as well as to identify best practices and areas in need of improvement. In addition, to the purposes is improving learner performance and accountability at schools. It came to my attention that all the principals from the sampled schools were not evaluated by their circuit managers. Their seniors were deputy principals from neighbouring principals.

When the principal of School B was asked who his DSGs were, he said:

*"My senior is my deputy and my peer the HoD of the subject that I am teaching".*

Principal F said:

*"My senior is the neighbouring principal and my peer my deputy principal".*

These were different when the SDTs were asked who their DSGs were. They indicated that their senior support mentors are the heads of departments or head teachers and their seniors are teachers who teach the same subjects they teach.

#### *4.3.1.3 Strategies of monitoring and evaluating teacher evaluation*

The strategies of monitoring and evaluating teacher evaluation system lead to the following: IQMS management plan, the management of the programme and communication. In Chapter 2 it was discussed how the three aspects might bring change to schools (refer to 2.2.3). It was indicated that the evaluation process helps the management of the school to: learn how the evaluation process has been implemented; develop strategies for improvement; and grow so that they quality is maintained in their school and the evaluation is not used to judge the individuals. To maintain quality in schools, those in management need to prepare a framework for monitoring and evaluating the process. In addition, they should have an agreement about what should be monitored and also when and where these will be done and by whom.

The study found out that monitoring and evaluation of IQMS was not done properly at the sampled schools. Participants described how they monitor and evaluate the implementation process.

#### *Planning*

All the sampled schools had an IQMS plan in place using the generic plan supplied by the districts without contextualizing the plan. They showed that they have an understanding of the plan putting notices that instructed teachers to select their support groups and dates that their support groups would visit them in practice. Their management plans included the activity, the month the activity should be implemented and the responsible person who would ensure that the plan was implemented. The management plans were placed on notice boards in the staffroom and the office. It also assisted STDs on how the implementation

process should be carried out and allowed them to prepare their programmes during external evaluations.

### *Management*

The SDTs experienced challenges in managing the implementation process of IQMS. Their challenges included managing the plan supplied by the department and also to implement the evaluation process as stipulated on the plan. In some schools, the implementation plan did not work because the SDTs and their principals made known that they were understaffed with many learners in each class to cater for. They indicated that they had more than seventy learners. With this huge number, they were expected to teach, mark assessment tasks, and do remedial work.

For the reason that the SDTs were unable to clarify their mission statements due to the challenges they experience in the implementation process. They were also unable to motivate and monitor teachers who were struggling to implement the evaluation system. This became evident when the following SDTs were asked how they monitored the implementation process. The SDTs from School B, D, F and G indicated that they do not monitor the process.

Teachers complained that they were implementing IQMS though they did not receive any support from their DSGs, management and the department. The delivery of support to teachers is important because it helps in empowering and motivating teachers. The above mentioned is different to what is stipulated in IQMS manual (2003). In the manual is indicated that the Department should provide schools with facilities and resources to support teaching and learning.

### *Communication*

The SDTs indicated that they were not providing the right communication means to teachers through training and doing workshops to assists them to implement the evaluation system effectively. It was indicated earlier that in

some schools, newly appointed teachers were not trained to implement IQMS. It was also indicated that the evaluation system was monitored in some schools. The reports that were supposed to be submitted to the department should give details of the implementation process. In addition include how self-evaluation, observations, the identification of weaknesses and developmental programmes were conducted. The sampled schools did not have such reports.

#### **4.3.2 PRESENTATIONS FROM THE OBSERVATIONS**

In chapter 2 it was indicated that education systems introduce strategies that aim at improving and enhancing job satisfaction in schools; motivating teachers; increasing professional awareness; and improving the standard of teaching in schools (Kennedy, 2007). The study seeks to investigate the extent to which these strategies are implemented in sampled areas. The intention of the study was to observe the background of the schools with the aim of maintaining balance between what the participants had pointed out and what exist on the ground (Kennedy, 2007). Regarding the background of the school, the study looked at the premises and building, security; and the surroundings. Secondly, the study investigated the culture of teaching of the school to understand its effect on IQMS implementation. On culture of teaching, the study investigated if the school had enough classrooms to accommodate its learners; resources available; the schools' infrastructure which is important for the functioning of school; movement of learners during lessons and after the bell rung and how teachers responded to the bell.

##### **4.3.2.1 The background of the schools**

Eight schools from the two districts were observed. Four were from rural areas and four from a township. Both schools were quintile one schools. A quintile one school is no fee school which receives money from the government to improve the culture of teaching.

Out of the eight schools, four were kept clean and there was no vandalism. From the eight schools, four were situated in townships and the other four from a rural area. Participants indicated that the school yards were kept clean by learners. Learners were trained not to litter but throw the rubbish in bins which were supplied by the municipality and the pit holes dug at the backyard of the school. This is supported by Kimball and Milanowski (2009) when pointing out that improved school environment contributes to higher levels of educational performance. They further showed the link between environmental qualities with educational performance and noted that it shapes attitudes of staff, teachers and learners.

The four schools had administration offices. The number of offices differs per school. The school with the highest number of offices was School A. The principal, deputy principal and the HoDs had their own offices. Teachers and HoDs were grouped according to the subjects they taught. For example, Maths and Science teachers had their own staffroom unlike at schools B, E and G where the principals and deputy principals share one office.

The vegetable gardens were only found at the schools that were in townships. The participants indicated that the vegetable gardens were taken care of by learners. They had chosen learners who lived near the schools to look after them. They water the vegetables in the morning. When the crops are well grown they were sold to the community and some were prepared for learners to eat during the break.

During lessons learners at School G were quite. Making noise in class distracts other learners' attention and makes it hard for teachers to teach effectively and manage the classroom. Kennedy (2007) pointed out three causes of classroom noise. Kennedy (2007) indicated that learners make noise because they tend to think that they do not have anything to do or they understand all the points in the lesson and personally believe that the lesson is not important. He further pointed out that learners make noise because the lessons which are boring.

Learners prefer lessons that are interesting. Sometimes learners make noise when they were left unattended. The study found that learners at B made noise because they were left unattended.

When I arrived at Schools C, D F and H, their surroundings were not tidy. Papers were lying around. School F had a bin supplied by the municipality but the school was unable to control littering. Other schools such as C, D and H had pit holes and papers were lying around. On the walls of some of the classrooms there were no indications of vandalism and graffiti.

Learners from School H were kept in class because teachers were always in class. In School H, teachers were motivated to attend their classes on time. This made learners busy and they had no time to make noise as other schools. The schools had administration blocks where the principals, deputy principals and the heads of departments assemble to organise their administrative duties.

Learners of Schools C, D, F and H are fed during break time. There are ladies who are hired to prepare food. At School D and F they use fire wood to prepare food while at Schools C and H they use gas stoves.

#### **4.3.2.2 Safety in schools**

The study found that both schools from the two districts have provided a plan of safety in their schools. They both have gates which create a safer environment for learners. This is supported by Mbalati (2010) when noting that the Department of Education announced the Tirano-plan to enable schools to have a safe disciplined learning environment that celebrate innocence and value human dignity. Subsequently, the Regulations for Safety Measures at public Schools were published in the Government Gazette No 2251 of 2001 and the Amended Regulations for Safety Measures at Public Schools on 10 November 2006. The safe schools Projects encouraged schools to develop policies on

safety. Hence, in some of the schools such as School B the gate are locked even during the lessons.

The mentioned Government Gazette of 2001 further stipulates that in a safe school, their play grounds should be filled with the healthy noise of happy children. The Gazette further indicted that learners should learn to play together and not fear each other or the intruders. This was visible when learners from some sampled schools were free. They were not afraid of me as an intruder at their school. They showed that they enjoyed being at their school. Mbalati (2010) further indicated that in a safe environment teachers are on time, stand right and are firm but friendly.

To ensure safety and security, the windows and doors of the administration offices have bars. The schools had also installed alarm system to maintain safety at their schools with the exception of Schools C, D, E, G and H. To maintain safety they used the bars that were locked at the doors and windows.

#### **4.3.2.3 Resources**

The government is responsible for supplying schools with stationary and textbooks as well as other necessary facilities that will make the implementation of teacher evaluation effective. Out of the eight schools observed, the study found that only one school had enough LTSM and that was School A. This is contrary to the DoE's statement that textbooks were delivered in all schools in the Province. During the first quarter, SADTU protested against the department on the issues of undelivered textbooks in some schools and mud classes among others.

There were schools that still had a shortage of learners' tables and chairs. Learners were sharing a table and chairs. Such situations delay the progress of teaching.



#### 4.3.2.4 Classrooms

Most schools in the sample had a shortage of classrooms with the exception of Schools A, D and G. At School A there are thirty-eight classes, School D had sixteen and G had fifteen classes. Most classrooms had no inventory lists. Those who had inventory lists were Schools A, B, F and G. They all had visible class timetables on notice boards. There were lists of learners who were responsible for cleaning the class after lessons. This was surprising as the classes were littered. In addition, the surroundings of some schools such as E were clean but their classes were filthy. There were no graffiti's on walls inside the classrooms. The floors inside the classrooms were clean. The classrooms had cupboards for teachers to store their books.

Teaching and learning cannot take place in an unsafe and chaotic environment. There are dos and don'ts for teachers if quality is to be acquired in schools. The dos include teachers preparing for their classes, beginning lessons promptly, be knowledgeable about their subject, be enthusiastic, provide each learner with an opportunity of success, admit mistakes, have control of his/her class, recognize and show appreciation for the honest efforts of the learners, listen seriously to learners' views, make learners feel important and responsible people and above all always be alert.

Those that need to be avoided include lateness for lessons, failure to prepare for the lesson, giving vague assignments, trying to buy popularity, entering into frequent argument with learners, inconsistency, not paying sufficient attention to learners in class, doing things for learners that they can do for themselves, and favouritism. Failure to pay attention to these might result in learners' dissatisfaction leading to ill-discipline. Such learners become high risk for any school's safety and security.

The purpose of IQMS is to evaluate the extent to which the school knows about legislation which concerns human rights and the effectiveness with which it is implemented. It ensures that the school is secured and learners and teachers

are safe. It also evaluates the effectiveness of the schools and disciplinary procedures (DoE, 2005). I am of the view that school rules and regulations should be prepared to guide learners' conduct as suggested in the South African Schools Act No 84 of 1996.

In addition, with the rising incidents of crime and vandalism in South African schools, the safety concerns of learners and staff should be high on the agenda. One of the greatest problems of schools is that, they serve communities that are characterized by poverty and unemployment. As a result, schools are constantly vandalized during weekends and holidays.

This became evident with the broken windows at School B. When the principal was asked what happened, he indicated that:

*"It happened during the weekend, they took all the computers that teachers were using in the staff room and one computer in the office".*

How did that happen since your school got burglar proofs?

*"There was a computer s next to the window in my office. That is the one that they took it away. In the staff room they broke the door and took six computers with their boxes".*

Where there is no proper security there is always chaos. However, with some form security, things are improving. For example, there are installation of burglar proofs on windows and doors in the administration block; fire extinguisher in classrooms and the administration block, and improved fence and gates.

#### **4.3.2.5 The culture of teaching and learning**

A proper culture of teaching and learning had been adopted in some of the schools. Teachers go to their classes to teach period after period and learners co-operate and sit attentively waiting for teachers. This is in line with what the

National Department of Education's (2002) performance indicators which indicated that well led and managed schools exhibit order and discipline; had rules and regulations that are known and adhered to by both teachers and learners; teachers teach for the stipulated number of hours in a day and learners encouraged to attend daily and arrive at school on time. There were teachers and learners who were not punctual and those who reported late in the morning and during breaks. When asked why they waited five or seven minutes after the bell before going to class, they reported that they that they did not hear the bell ringing. This is an indication that some principals have a problem of implementing policies that deal with punctuality. The strategic objective of leaders was to ensure that learners and teachers arrive at school on time and attend their classes on time for the stipulated number of hours set by the department.

The environment of the schools observed was conducive to teaching and learning with the exception of School B. The school has twelve classrooms with the total number of eight hundred and ninety eight (898) learners. In a class there were more that seventy five learners. Learners in overcrowded classes pay less attention achieve less and experience violence (Darling-Hammond, Chung Wei, Andree, Richardson & Orphanos, 2009). This might be the reason for the declining performance at School B. The school's environment is a thread that connects the massive number of activities in a school such as cleanliness, well kept buildings, and the standard of the school (Mbalati, 2010). Therefore, it is important for schools to have a safe, clean and well maintained surrounding which can foster learner achievement.

Before the commencing of classes, learners make it a point that their school yard and classrooms are clean. There was no one who is supervising them; it is norm and culture of their school. When asked how they motivated learners to be so energetic their routine work, the principal noted that they were given a prize at the end of the year.

With the abolishment of corporal punishment, an alternative punishment had to be thought of. So, as to assist teachers with their duties of maintaining order, a code of conduct was made with its goal which is to assist schools in overcoming the diversities in their environment (South African Schools Act No 84, Section 28). Although there were a number of regulations which help in the smooth running of the school, there was really one guiding principle that helped schools to be effective. The rule says: "At all times use your common sense and do not do anything that will bring your school into dispute " .

Mbalati (2010) suggested that schools may have regulations on some issues. First, attitude, manners and respect where learners are encouraged to develop a positive attitude towards their school, studies and be involved in activities, develop self-discipline and responsibility for their own academic progress, identify themselves with the tradition of the school, have good manners and respect for others and be respectful to adults at all times. This regulation was shown at some of the schools as during my period of investigation, I did not hear learners using nasty language in the school yard. They were respectful and courteous to me and other visitors to the school.

Second, learners should be encouraged to embrace their school uniform. They should show pride in their school by ensuring that their uniforms were always neat; worn fully between school, home and at all functions including sport practices. Schools should agree on hair styles that are permitted. It is difficult to practice this regulation at some schools. Learners went to schools with different hair styles. Teachers are afraid to discipline such learners because their principals did not support them to this matter. When they were asked what their policy says on the learners' different hair styles, they noted that their principals said that they are pressurizing the learners and that they should only look at the cleanliness of the hairstyle. As a result learners are doing different styles with different colours. At some schools the dressing code is respected. Learners are obliged to wear school uniform as stipulated.

Third, the regulation on punctuality and boundary which encourages learners to be punctual in attending school and classes, observe all regulations which specify areas that are out of bounds or where access is restricted to certain times and that they may not leave school at anytime except with the permission of the principal or the class teacher. Learners at some schools leave the classrooms immediately when the bell rings and after the teacher leaves the class, go to the toilet or drink water.

Fourth, the regulations that instructs learners to adhere to the respect of their school property. They should be taught to take care of their own belongings and show respect for the property. By so doing they will be encouraged not to bring valuables to school. In addition, any large amount of money should be given to someone who will keep it safe. Taking pride of their school will help them to keep the school clean and free from littering.

Fifth, the regulation on classroom Code of conduct which encourages learners to be punctual and prepared for the lessons. Learners should know that they have the right to learn without interference from others. They should be polite considerate, exercise self-discipline, care for school furniture and equipment, and lastly respect the property of others. In line with the views stipulated in the South African School Act (1996) on classroom code of conduct, I found alarming to be informed that learners at school A, B, E and F are carrying dangerous weapons on the school premises. When teachers were asked which measures were taken to secure the lives of other learners, they indicated that they made partnership with the South African Police Service (SAPS) which comes to schools and search for dangerous weapons from learners.

While some schools have excellent infrastructure, others lack basic services such as water and sanitation. Apartheid policies have left a legacy of school infrastructure backlogs in what were formerly black areas while provision in formerly white schools appears relatively lavish, with schools provided with well equipped laboratories and irrigated sports field (Courtney, 2008). In support of

the notion, the Department of Education has developed policies and funding norms that intend to make provision in different areas more equitable. At the same time, however, the government wishes to ensure that schools with good provision do not deteriorate and that all school infrastructures continues to be improved and is up to date. Even if schools are given funds to improve their situations, there are some schools that their toilets are not kept clean.

From the eight schools visited, five are from rural areas and use pit toilets. This type of toilets needs to be kept clean and free from unpleasant odours flies. The state of such toilets may result in an unhealthy and unhygienic environment. The schools visited ensured that such toilets were well taken care of. The teachers reported that they have divided learners into groups and gave them the responsibility of cleaning them daily after school. They indicated that they use bio-effectors to prevent unpleasant odours. However, the case was opposite to semi-urban schools. One the schools in semi-urban area has a problem of stinking toilets. When teachers were asked how they managed the cleaning of the toilets, they reported that the person responsible for supervising the toilets was on leave.

The South African Schools Act (1996) and the constitution of South Africa protect learners from being exposed to harmful environments. In doing so schools are encouraged to be clean at all times. In South African, it seems that no paying fee schools experience overcrowding. Thus, I am of the opinion that the government should build more schools and employ more teachers to uplift the standard of teaching. I believe that when classes are manageable and more teachers are in the system, teachers, DSGs, SDTs and the SMTs would be able to identify areas of weaknesses and strengths that would guide the developmental process.

Variable	S: A	S: B	S: C	S: D	S: E	S: F	S: G	S: H
Location	Township	Township	Rural	Rural	Township	Rural	Rural	Township
Quintile	1 No fee school	1 No fee school	1 No fee school	1 No fee school	1 No fee school	1 No fee school	1 No fee school	1 No fee school
Administration block	There is an admin block	There is no admin block.	There is an admin block.	There is an admin block	There is an admin block	There is an admin block	There is an admin block	There is an admin block
Offices	Four offices for the principal, deputy principal and the HoDs and teachers are grouped according to their subject, for example, Maths and science have	Two offices, one for the principal, the deputy principal and the HoDs. The other one is shared by eighteen teachers	Two offices, one for the principal and the deputy and the HoDs and teachers share the other office	There is one office for the principal and the deputy principal. The HoDs use a spare class; and teachers use a class	The principal and the deputy principal share the office. HoDs share the office and teachers use the class.	The principal and the deputy principal shares the office; the HoDs share the room with teachers	There is the principal's office; deputy's principal's office; HoDs office and staff room	The principal and the deputy principals share the office; the HoDs share the office and teachers use their classrooms

	their own staff room							
Classes	<p>Enough</p> <p>Thirty-eight classes and the classes are clean and no overcrowding</p> <p>Inventory list present</p> <p>Visible class timetable on the wall</p>	<p>Shortage</p> <p>Twelve classes, the classes are kept clean and they are overcrowded</p> <p>Inventory lists present</p> <p>visible class timetable present</p>	<p>Shortage</p> <p>Twenty classes, there is littering in classes and the classes are overcrowded</p> <p>Inventory lists not present</p> <p>Class timetable present</p> <p>Nothing on</p>	<p>Enough</p> <p>Sixteen classes which experience littering and there is no overcrowding</p> <p>Inventory lists not present</p> <p>Class timetable present</p>	<p>Shortage</p> <p>Fifteen classes which experience littering and overcrowded</p> <p>Inventory lists not present</p> <p>Class timetable present</p>	<p>Shortage</p> <p>Fifteen classes which experience littering and overcrowded</p> <p>Inventory lists are present</p> <p>Class timetable present</p>	<p>Enough</p> <p>Fifteen classes which experience littering and overcrowded</p> <p>Inventory lists are present</p> <p>Class timetable present</p> <p>Nothing on the</p>	<p>Shortage</p> <p>Fifteen classes which experience littering and overcrowded</p> <p>Inventory lists not present</p> <p>Class timetable present</p> <p>Nothing on the</p>



	On the notice boards is the timetable	notice board has time table	notice boards	Nothing on notice boards	nothing on notice boards	Nothing on the notice boards	notice boards	notice board
Surrounding	Neat, and the surrounding kept cleaned by learners  There are bins supplied by the municipality	Neat and the surrounding is kept clean by learners  There are bins supplied by the municipality	Littering  There is a pit hole	Littering  There is a pit hole	Neat and the surrounding is kept clean by learners  There is a pit and papers are burnt	Littering  There are bins supplied by the municipality are full	Neat and there is no littering  There is a pit hole	Littering  There is a pit hole that is monitored
Vegetable garden	Vegetable garden looked after by	Vegetable taken care by learners	No garden	No garden	No garden	No garden	No garden	No garden

	learners							
Security	<p>A fence and the gate</p> <p>There is an alarm system</p> <p>Burglar proof at windows of the administration block and computer centres. There is also a room where question papers are</p>	<p>A gate and locked during the day</p> <p>There is an alarm system</p> <p>Burglar proof at windows and door of the principal's office and staff room</p>	<p>A fence and the gate</p> <p>No alarm, system</p> <p>Burglar proof at windows and the door of the principal's office and the HoDs office.</p>	<p>A fence and the gate</p> <p>No alarm system</p> <p>Burglar proof at the windows and door of the principal's office, the HoDs and the class that the teachers use as a staff r</p>	<p>A fence and the gate</p> <p>No alarm system</p> <p>Burglar proof at the windows and door of the principal's office, the HoDs and the class that the teachers use as a staff</p>	<p>A fence and the gate</p> <p>There is an alarm system</p> <p>Burglar proof at the windows and door of the principal's and also at the class that the HoDs and the teachers share</p>	<p>A fence and the gate</p> <p>No alarm system</p> <p>Burglar proof at the windows and door of the principal's and also at the class that the HoDs and the teachers share</p>	<p>A fence and the gate</p> <p>No alarm system</p> <p>Burglar proof at the windows and the door of the principal's office, HoDs and staffroom.</p>

	kept. It also has burglars.  Fire extinguishers are available in classes and the administration block	Fire extinguishers in all the classrooms and the staffroom	No fire extinguishers	No fire extinguishers	extinguishers	No fire extinguishers	No fire extinguishers	No fire extinguishers
Resources	LTSM kept in a safe books	Shortage of LTSM	Shortage of LTSM	Shortage of LTSM	Shortage of LTSM	Shortage of LTSM	Shortage of LTSM	Shortage of LTSM
Movements during lessons	Learners are moving around, others staying in toilets	When the bell rings learners go around	None	Learners bunk classes	None	None	none	None

**Table 4.3: A summary of data collected from the observations**

The South African education system introduced the evaluation process to facilitate teachers; determine competence; assess teachers' strengths and areas for development; provide support opportunities for development; ensure continued growth; and promote accountability and monitor overall effectiveness of the school. Although they differ, they have one thing in common which is the improvement of teacher performance (Lekome, 2008).

It is assumed that today some of the teachers are aware that this evaluation process is the key to school improvement because it gives individuals an opportunity to get feedback after each evaluation. It is for this reason the study intends to let teachers know what and how well they are doing. It leads to an argument of how teachers may know what and how they are doing. This will only be done when those in management provide them with feedback after each evaluation process; the department provides them with resources as well as developmental programmes and learners get motivated to learn. Teachers may not produce quality teaching if they are not motivated, well resourced and teaching learners who are keen to learn.

Table 4.3 gave the summary of the background of each school.

#### **4.3.3 Presentation from documents**

Documents to be analyzed include schools' IQMS file, teachers' IQMS file, meeting documents, teachers' portfolios, learners' portfolios and policies of various disciplines as sources of information from the selected sampled schools to identify the extent to which such documents were consistent with departmental policy requirements on teacher appraisal.

##### **4.3.3.1 Schools' IQMS files**

The file should include the following: the component of the SDT and the designation of each member; schools profile; School improvement Plan; School Development Programme; the Snap shots and summative evaluation forms.

The purpose of perusing the IQMS school year plans was to ascertain the roles of the SDTs during the implementation process. The study reveals that some of the SDT members have no role in developing the IQMS year plans since their districts supply them with the suggested management plan of IQMS. The plan indicates that IQMS should be integrated in the programmes of schools during the month of February. The Limpopo Department of Education had sent a sample of the plan to schools to help them integrate it with other programmes. None of the schools have integrated the plan into their programmes. This is an indication that schools do not have a plan to evaluate and develop teachers.

#### **4.3.3.2 Meeting documents**

These are records of meeting procedures, decisions and resolutions. They are documented transcripts of what occur at meeting, the decisions taken, and the actions decided on. Meeting documents can also be reports of proceedings that has occurred outside meeting and tabled at the meeting. These documents serve an important purpose. In addition, they allow the SDT and the SMT to keep track of changes in their procedures and practices. They serve as a transparent transcript of management decisions and practices. Reports are concise and effective communication of schools. They serve the purpose of keeping the circuits and the districts informed of important matters.

Somo (2009) and Nkambule (2010) reported a similar finding that the SDTs do not hold meetings and do not have the programme to implement IQMS in schools. The IQMS coordinators in schools affirmed that they do not hold meetings with the exception of the SDT from School D. The SDT indicated that they hold meeting when they have to prepare timetables for classroom observations. At School C and H when asked how they prepared for the classroom observations, they indicated that a circular rotates among teachers to fill in dates on which they will be evaluated. Such circulars are not documented.

#### **4.3.3.3 Professional Growth Plans and Schools Improvement Plans**

PGPs and SIPs were found in all schools. According to the IQMS manual (2003), PGPs should be an outcome of the strategic plan of the department of education and DA. It further indicates that, the PGP is an important record of needs and progress of individual teachers. The teacher in consultation with the member of the DSG develops the PGP. It came to my attention that teachers from schools B, D and G have identified same areas of development in their PGPs. This is an indication that teachers from schools B, D and G have the same weakness and strength. This was an opposite of what they have indicated when asked how they developed their PGPs.

The remaining school teachers got high scores in their performance standards but still indicated a need for development in the same overrated performance standard. This suggests that teachers disregarded their developmental needs in preference of securing a high score for salary progression. This therefore creates an impression that professional development of teachers is not necessary because all teachers have the same problems and have achieved outstanding results.

All schools had their School Improvement Plans (SIP) developed describing delegated duties of the SMTs, SDTs, DSGs and the district. The IQMS manual (2003) indicated that the SIP enables schools to measure their own progress through the process of ongoing self-evaluation. The SIPs are submitted to the district each year. It emerged that schools do not get feedback from the district on their SIPs. As a result both the PGPs and the SIPs do not serve the purpose of developing teachers and improving schools because there is no feedback and follow ups on these developmental plans. Teachers from Schools A-D also complained about their circuit offices. They indicated that they sometimes submit documents to the office, and the office delay to submit to district.

The IQMS manual (2003) also indicates that the SIP captures the important work that must be done to make urgent improvement at school. Therefore, it is

probably one of the most important plans that the school can have. It is essential that all teachers in a school know about the tasks that have been given to them.

#### **4.4 THE OUTCOMES OF THE EVALUATION SYSTEM**

The mentioned theme intends to find out if participants had an idea of what the evaluation system IQMS could offer to their school. The study found out that not all of them know what IQMS offer to their schools. Some expressed the view that IQMS offered quality to their schools while others do not have the idea.

#### **4.5 OVERVIEW OF THE FINDINGS**

The participants expressed the view that the evaluation of teacher quality is not implemented as stipulated in the IQMS manual (2003). They know that if the evaluation system is implemented as required there would be quality in the education system. However, the views expressed by principals and the SDTs with the implementation of the evaluation of teacher quality revealed that more training is needed. This is because first, teachers were cheating and select their friends as their DSGs; second, some of the principals have shifted their responsibilities of managing the evaluation process to deputy principals; and third, they experience challenges in training teachers to effectively implement the evaluation system effectively.

The participants have also acknowledged that the self evaluation method and other methods of measuring teacher performance are not implemented as required. In addition, they indicated that they do not have the idea of how to monitor and manage the implementation process; support and develop teachers.

The participants expressed the view that they were unable to have quality teaching in their schools because of the contextual factors they meet at their

schools. Some of the schools are overcrowded; have the shortage of books and teachers. As a result, they do not value IQMS.

#### **4.6 CONCLUSION**

The chapter presented the findings of the study which included management of data; the profile of the schools; the presentation of the findings on the interviews, observation and document analysis; and the overview of the findings. The challenges experienced by teachers in the implementation of teacher evaluation, IQMS were also presented. The next chapter will focus on conclusions and recommendations based on the findings of the study.



## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In the previous chapter, I aimed to investigate how the evaluation of teacher quality is implemented. This chapter proposes the model which could be useful in the evaluation of teacher quality and about the interpretation of the findings, conclusions and recommendations. The conclusions give an overview of the most important findings of the study. The recommendations are presented along the lines of the themes. The chapter is structured as follows: first, presentation of the research design and the method used in the study; second, summary and interpretation of the findings; third, conclusions; fourth, a summary of the challenges in the implementation of the evaluation of quality teaching; fifth, recommendations; sixth, proposed model; seventh, contribution of the study; eighth, limitation of the study; and ninth, recommendation for further studies. Concluding remarks will also be given.

#### **5.2 SUMMARY OF THE STUDY**

The study was based on the implementation of teacher evaluation, IQMS which is meant to measure and improve teaching and learning. IQMS is an instrument developed by the Department of Education, and integrates three programmes DA, PM and WSE. The study focused on how DA was implemented at the sampled secondary schools of the two districts in the Limpopo Province to set uniform performance standards for teachers and management. Kleinhenz and Ingvarson (2009) showed the advantage of implementing such policies as IQMS and indicated that they focus on the development of the individual teacher. They also illustrated that teachers who work in isolation may miss opportunities to learn from their colleagues and would never fulfil their potential.

Studies extended the idea and linked quality teaching with the characteristics of the teacher and the school in which an effective teacher works. The study was based on how teachers at the sampled schools implement the evaluation system, IQMS. My point of interest was based on how teachers implement the evaluation system, methods used by schools to measure teacher performance, and strategies used by the management to monitor and evaluate the implementation process. The mentioned elements were researchable because themes and sub-themes were identified on the basis of the speciality task which can be performed by the selected participants.

### **5.3 INTERPRETATION OF THE FINDINGS**

The summary will be based on the findings highlighted in chapter 4 with reference to the literature review, IQMS manual (2003) and the objectives of the study. The interpretation of the findings will be based on the aim and objectives of conducting the study. The aim of the study was to explore how the evaluation of teacher quality is implemented at the sampled schools. The objectives of the study were to investigate different processes used in the implementation of teacher evaluation; methods used to measure teacher performance; strategies used to monitor and evaluate teacher effectiveness; and the outcomes of the effective implementation to evaluate whether participants have the idea of what IQMS would bring to their schools if implemented effectively.

#### **5.3.1 The implementation of the evaluation of teacher quality**

In Chapter 2 the procedures for effective implementation were presented (refer to 2.6) and implemented through stages: the initial meeting, self evaluation, pre-evaluation, classroom observation, data collection, post evaluation, monitoring and formal review meeting. On that note, participants expressed different views on the implementation process of the evaluation of teacher quality. Their views concern the factors of the vision of the school; the description of IQMS; the purpose of IQMS; training; roles and responsibilities of the participants;

identification of strengths and weaknesses; the compiling of the PGPs; the development of the SIP; linking DA to SIP; and the moderation of scores.

#### 5.3.1.1 *Vision of the school*

For teachers to be committed in their daily practices they should have the vision statement to guide them to achieve the main goal which is quality teaching and learning. This is supported by Mbalati (2010) and the NBPTS on [www.nbpts](http://www.nbpts) which noting that the vision statement is the guiding force that drives schools to attain quality. The study found out that not all the school had vision and mission statement. The study also found that in some of the schools where the vision statement is visible, the vision is not translated to the staff. This became evident as some of the staff did not know what their vision is and some schools do not revisit the vision statement to evaluate quality.

#### 5.3.1.2 *Description of IQMS*

In chapter 2 the reasons different countries have for introducing teacher evaluation were made known. The umbrella aim is for quality teaching and learning to prevail in schools. This is confirmed by the studies conducted in the United Kingdom by Desimone (2012); in USA by Kimball and Milanowski (2009); in Australia by Barbara, Yunkie, Robert, Marianne and Karia (2009; in Hong Kong by Lee (2008); and in Botswana by Monyatsi (2009). In South Africa, teacher evaluation system was introduced to improve teacher performance. Thus, it is important for principals to know what IQMS is, knows what its objectives are with regards to teaching, and also linked to this is its implementation with the ethos of the school. The study found that some principals do not know what IQMS is. This became evident when some schools were not willing to improve their performance. In such schools teachers were neither evaluated nor developed. Teachers pointed out that they came on a Saturday and fill the evaluation forms.

The participants' views on the above mentioned were divided into three categories: some seem to understand, some understood but thought that IQMS has many flaws; and some have negative thoughts about IQMS. Those who seem to understand what IQMS is pointed that is an integrated management system consisting of three programmes that aims to enhance and monitor the performance of teachers. Those who described IQMS as having many flaws know that IQMS is a developmental programme, and also indicated that its flaws were when teachers choose their friends to become their DSGs. Their friends would never develop them. Those who were negative towards the evaluation process pointed out that IQMS is an evaluation process for SADTU and believe that if SADTU did not agree to implement IQMS at the ELRC they would now be working peacefully, without a lot of paperwork. According to the IQMS manual (2003), IQMS is described as an instrument used to measure the performance of teachers with the aim of ensuring quality learning and teaching. The instrument has three programmes namely: DA; PM and WSE and each programme have its objective (refer to 1.1).

The study also found out that there were principals who were still interested in using the judgemental approach. This approach is more threatening and more attention is on weaknesses and not on development.

#### 5.3.1.3 *Purpose of IQMS*

It was pointed out in the literature that different countries introduced teacher evaluation to provide quality education to learners by developing teachers and uses the process for salary increment; promotion and dismissal (refer to 2.4). Participants know the purpose of IQMS. The participants described the purpose of IQMS differently. Some indicated that the purpose of IQMS is to assist them to get one percent increment while the other group pointed out that the system helps them to improve their daily practices. Taylor (2002) is of the opinion that evaluation systems help teachers to improve their performances. On the other hand, the IQMS manual (2003), described the purposes as enabling different

Quality Management System programmes to inform and strengthen one another; defining the relationship among different programmes of an Integrated Quality Management System; avoiding unnecessary duplication to optimize the use of Human Resource; assuring an ongoing support and improvement; and advocating accountability.

As a result, different views were presented and thus, some principals seem not to understand that the implementation of IQMS involves the ongoing support of teachers. The matter became evident when some principals enjoy discussing teachers' weaknesses. This might be the cause of some teachers not feeling free to identify their weakness for the reason that they assume that the management would consider them unwise. Some seem to understand the purpose of IQMS, and believe that it concern the improvement of their teaching practices. This became evident when in some schools teachers were not performing as expected, the schools revisit the vision statement which is visible to everyone to observe. This is an indication that some schools understand the purpose of IQMS, value the evaluation system and use the system professionally.

#### *5.3.1.4 Training*

Training lays a foundation for the successful implementation of teacher evaluation process (Nkambule, 2010; Risimati, 2007). Most studies conducted in the South Africa had indicated that there is lack of training in the implementation of the evaluation of teacher quality (Munonde, 2009; Cele, 2008; DoE, 2009; De Clercq, 2009; Risimati, 2007; Steyn & van Niekerk, 2007; Monyatsi, Steyn & Kamper, 2006). The study revealed that there is still lack of training in schools. This became obvious when some of the participants indicated that they were never trained to implement the evaluation system, for example, teachers from School B and D. This contradicts with the policy on teacher evaluation which stipulates training. The evaluation policy says each school should have its own induction. Teacher evaluation would never be

implemented effectively while other teachers were still struggling to understand how it should be implemented. This might be reason why other schools opted for filling summative moderated scores for salary progression.

The SDTs indicated that the DSGs need to be trained to rate teachers. They indicated that some of the DSGs scored teachers four out of four. This creates a problem for the STDs because such a teacher does not need any development. They also indicated that if all teachers would score high and their score does not correlate with what is implemented in reality, then the standard of education will drop too. This also shows that teachers need to be trained on how to score. In chapter 2 (refer to 2.8.1) it was indicated why it is important to have trained raters and what would happen if an appraiser was never trained. This might be the reason some of the DSGs were judgemental when scoring teachers. Indeed it is true a teacher who scores four means that he/she is perfect.

The study revealed that there were teachers who were unable to draw their PGPs. If a teacher is unable to identify his/her weaknesses and strengths, he/she will be unable to draw the PGP. According to the IQMS manual it is indicated that the DSGs has the responsibility of assisting the teachers in developing the PGP. The PGP is developed from the weaknesses that teachers have identified. The SDT should incorporate plans for development for each teacher into the SIP using the PGP.

#### *5.3.1.5 Roles and responsibilities*

The structures needed for the effective implementation of IQMS are the SMTs which consist of the principal, deputy principal, and education specialists; the SDTs and the DSGs. Their roles were presented in chapter 2 (refer to 2.6). The study found that there were schools that do not follow the hierarchical structures as captured in the IQMS manual (2003). This became evident when the principal of School A indicated that they do not have the SDT component. The SMTs (the deputy principal and the HoDs) were responsible for the

implementation of IQMS. It was also noted that teachers too have the role to play in the implementation process. Some were unable to implement the process effectively as they were not trained.

#### 5.3.1.6 *Identification of strengths and weakness*

The IQMS manual (2003) pointed out that to make comparisons and track progress, teachers and their DSGs may wish to arrive at overall scores or totals. The ratings for each of the criteria under each PS were indicative of strengths (high scores) as well as specific areas in need of development (low scores). The manual further indicates that when a teacher scored low, he/she should be developed. When he scored high, there is no need for development. The teacher who scored high may help other teachers to perform better. The study found that some of the teachers experience difficulties to identifying strengths and weaknesses because of unbearable conditions they were teaching in such as overcrowded classes, lack of Learning and Teaching Support Materials (LTSM) and the treatment they receive from top management as indicated in 4.3.1.1. Some were able to identify areas of strengths and weaknesses but do not want to point out weaknesses because they were thinking about pay progression.

The above mentioned completed instrument, which clearly indicates areas in need of development is used by the teacher to develop the PGP that enables him/her to develop and improve in areas that he/she have scored low. Thus, the study revealed that some teachers were experiencing difficulties to score themselves. The study revealed that teachers score themselves high scores for salary progression

#### 5.3.1.7 *Compiling the PGP's*

The IQMS manual (2003) indicated that the low scores that were scored during the self evaluation process and classroom observation were used to draw a

record of needs and progress of the individual teachers called the PGP. The study revealed that most teachers experience difficulties in compiling the PGP.

#### *5.3.1.8 The development of SIP*

The IQMS manual (2003) stipulated that the SIP enables schools to measure their progress. SIP is drawn using the PGPs of teachers in the school. The plan is sent to the district for the delivery of support and development opportunities. The study revealed that though some schools submitted their SIP to the district level, they were not supported or got developmental opportunities from the department.

#### *5.3.1.9 Linking DA with SIP*

Most schools did not have the SIP, for example, schools B, C and D. This is an indication that schools implement IQMS for salary progression only. The procedures of the implementation indicate that after classroom observations, the DSG should assist the teacher to develop the PGP. The PGP guides the SDT on how to draw the plan for development. If the school does not have any plan, it shows that teachers at that school were not developed. To achieve the vision of each school which drives to quality, teachers need to be developed.

#### *5.3.1.10 Moderation of scores*

The IQMS manual (2003) stipulates that the principal and the SDTs should moderate the scores. The findings on moderation of scores revealed that the scores were moderated by the principal and the chairperson of the SDT as they were the ones who append signatures on the score sheet that has to be submitted to the district office via the circuit.



### 5.3.2 METHODS USED TO MEASURE TEACHER PERFORMANCE

In chapter 2 it was indicated that prominent scholars have indicated that there is no agreed method used to measure teacher performance. The most widely used method is classroom observation. Other methods that directly measure what teachers do in their practices are self evaluation, principal evaluation, analysis of classroom artefacts, portfolios, self reports and teacher self reports (refer to 2.8). From data collected the common method used to measure teacher performance is classroom observations through DA.

The findings indicated that not all the schools followed the process as indicated in the IQMS manual. Some participants noted that they went to school on a Saturday to fill the self evaluation and classroom forms. The DSGs would then rate them and take the scores to the SDTs. According to the IQMS manual (2003), a teacher should evaluate him/herself, identify areas that need to be developed, select his/her DSGs who would rate him/her while presenting the lesson in class. The DSGs would have arranged meetings with teachers to give them feedback. If they were trained on how to arrange those meetings the implementation process on the DSGs would be a success.

The other methods that directly measure what teachers do in class are teachers and learners portfolios. Not all the schools use these methods. The only schools which indicated that they measured how teachers perform in their classes through checking teachers and learners portfolio's were Schools A, G and H. They pointed out that teachers and learners portfolios were checked by the HoD after each assessment. They pointed out that after marking, the teacher submits his/her scripts or books to the HoD with the memorandum. The HoD checks how the teacher has marked the scripts and signs them. They also noted that if the teacher has not performed as expected, he/she is reminded of the vision of the school and motivated to work harder.

The study revealed that teachers were not aware that PS three (3) and four (4) evaluate their planning preparation, presentation and learner assessment. PS

three evaluates the teacher's competence in planning preparation, presentation and manages learning programmes.

For PS four, the teacher is evaluated with regard to competence in monitoring and evaluating learners' progress and achievement. The importance of monitoring and evaluating were mentioned in chapter 2 (refer to 2.2.2 and 2.2.3). In case where teachers struggle with ways of giving learners feedback and how to apply such techniques, workshops for development may be organized to lend a hand on the matter.

On teachers and learners portfolios, participants indicated that portfolios were moderated at school and district levels. The district (department) requested schools to presents files of certain grades twice or thrice in a year. Only five or six portfolio files from learners' and teachers' portfolio are presented during the moderation. The portfolios that were presented for evaluation were for the Grades six (6); nine (9), ten (10), eleven (11) and twelve (12). The participants also noted that sometimes only grade twelve's portfolios were presented.

The teachers expressed the frustrations they encountered when portfolios were to be presented for moderation at school and district levels. They indicated that some of their HoDs experience challenges of evaluating or moderating the subject that they did not study at tertiary level. For example, the subject Art and Culture was not on the curriculum list when most teachers trained.

The teachers also expressed the frustrations they encounter when submitting their portfolios for moderation at district level. They indicated that moderators change instructions yearly. Eventually, this frustrates teachers and sometimes makes them hate the subject and have a bad attitude towards the moderator.

### **5.3.3 Monitoring and evaluation of the implementation process**

Literature has revealed that for teacher evaluation to be effective and sustainable, it should be monitored at all times. Thus, the weaknesses identified

during the DA process should be taken to consideration to achieve expected goal which is quality teaching (refer to 2. 2. 2). The study revealed that there were no monitoring and evaluation programmes in the sampled schools. Areas for development that have been identified by teachers were neglected by schools and the district. De Clercq (2009) and Class Act (2007) reiterates that for effective implementation of evaluation systems, teachers need to be developed to achieve the goals of the evaluation system. The development programmes should be in place after the SDTs had indentified areas that need immediate attention according to their school plan.

The study also revealed that there was no evidence of a collaborative role of the structures responsible for implementing IQMS. The principals and the SDTs do not plan, coordinate and support each other during the implementation process. They do not hold meetings to discuss matters pertaining to the implementation process.

#### **5.4 CONCLUSIONS**

The conclusions will be based on the aim and objective of the study.

##### **5.4.1 The implementation of the evaluation of teacher quality**

The study revealed that schools were not implementing teacher evaluation as stipulated in the IQMS manual (2003). In chapter 2 the procedures for effective implementation of IQMS were described (refer to 2.6).

##### **5.4.2 The methods used to measure teacher performance**

The study revealed that the most common methods used to measure teachers' effectiveness at the sampled schools were classroom observation, teachers' port folio and learners' portfolio. Self evaluation enables each teacher to evaluate her/himself using the same instrument (see annexure K) that will be used for both Developmental Appraisal (DA) and Performance Measurement

(PM). This enables the teacher to become familiar with the instrument. It appeared that some of the teachers do not evaluate themselves.

#### **5.4.3 Monitoring and evaluation of the implementation process**

The study made known that there is no monitoring and evaluation of the implementation process of IQMS done at the sampled schools. The participants had no idea of how IQMS should be monitored and evaluated. They also had no idea about supporting their colleagues.

#### **5.5 A SUMMARY OF THE CHALLENGES IN IMPLEMENTATION OF THE EVALUATION OF QUALITY TEACHING**

The study found that the challenges faced by the principals and STDs when coordinating IQMS were the attitude of teachers; time factor and the rating error. It also found that the frustrations and loss of credibility and power of those in management over the evaluation processes were matched by that of the users (Dhlamini, 2009). Management often sees the evaluation process as another time consuming, personnel-paperwork requirement, having little utility in solving management problems, such as meeting deadlines and containing costs, as called for by the South Africans Schools Act 84 of 1996. Principals probably spend more time trying to contain costs and to balance their books because of the financial and budgetary demands being made by the department, than in any other aspect of their work.

In addition participants were not trained to implement IQMS. Those who were trained indicated that the training took three hours. Training is important as it would provide the participants with knowledge and skills to conduct effective evaluation in their schools (Kimball & Milanowski, 2009).

The schools pointed out that they experience difficulties in the implementation of IQMS because they lack resources and also that they teach in classes that were not conducive to teaching. The study revealed that from the sampled

schools, only one school had the LTSM. The remaining schools still ran short of textbooks. Some of the schools experience overcrowding in their classrooms. They also expressed the opinion that they could not produce quality learners if the classrooms were overcrowded. They indicated that they experience difficulties in offering learners different approaches of teaching and learning that would support them to perform better. This became evident when teachers from school B noted that it is difficult to monitor Saturday class. For example, it is difficult for a teacher to monitor three arms of grade 10 in three different classes at the same time, She is afraid because when she attends to a certain group the other group would be unattended.

## **5.6 THE RECOMMENDATIONS**

The recommendations for the study will be based on the aims and objectives.

### **5.6.1 Recommendations on the implementation of the evaluation of teacher quality**

Based on these findings, it is recommended that the Department of Education train principals, SDTs, DSGs and teachers to implement the evaluation system effectively in their respective schools. The training of these structures should among other things include the following: define the roles of each personnel; train DSGs on how to rate teachers and justify the scores; selection of the DSGs by the teachers and how to fill the evaluation forms correctly using the PS.

The training of the DSGs is supported by (Nkambule, 2010) that it provides evaluators, in this case, the DSGs with the knowledge and skills to evaluate teachers in schools. This is supported by Laura (2008) when noting the importance of training evaluators, to utilize the observation session effectively. In the South African context, evaluators or raters are the DSGs (refer to 2.8.1). The DSGs have the responsibility of evaluating teachers against the performance standards; interpret the rating instrument, rating scale and the

meaning of rating levels. It was pointed out that the rater or the DSG who was never trained might turn to be judgemental during the evaluation process.

The principals should be trained to moderate the scores in conjunction with the DSGs to ensure validity and reliability of the scores. The principals and the SDTs should also be trained to train other teachers on the procedures and process of an integrated Quality Management System. They should have a thorough knowledge of the guiding principles; the purpose and what will IQMS provide their school. In addition, they should be motivated to motivate other teacher to implement IQMS effectively.

Teachers should be trained to link IQMS with their daily practices. This is important because the most important aim of IQMS is to improve the standard of teaching in South Africa. If teachers are not implementing IQMS as required and do not know how to fill in the following forms: self evaluation, classroom observation, PGPs, SIP and SDP, then our education will never improve.

Some of the teachers complained about the paperwork that is done during the implementation process. I believe that if they were adequately trained such complaints would cease. Steyn and van Niekerk (2007) pointed out that if members in a team are performing less than expectation, one should get to the roots of the problem. The question that one may ask is, would training solve the problem or should roles change so that the problem is solved.

Generally, training should be lengthened so that teachers should gain the necessary knowledge, skills and understanding for effective implementation. Furthermore, teachers should be actively involved in training workshops to be fully informed about the procedures of implementing IQMS (refer to 2.6).

#### **5.6.2 Recommendations on methods of measuring teacher performance**

Nkhambule (2010) indicated that training serves as the starting point for the successful implementation of the evaluation of teacher quality. For the

successful implementation of this process, the department needs to train and organise workshops for teachers to work with the formal curriculum and to reinvent it for themselves. They should be trained to perceive the curriculum plan as a model rather than reality. This should be done because teachers in South African have been confronted by many changes such as integration of schools in terms of language and cultural groups; rationalization and redeployment of teachers; implementation of outcome-based education, national curriculum statement, revised national curriculum statement; and now curriculum and assessment policy statement. When these changes were implemented, not all from the teachers are trained.

The frustrations met by teachers at CASS moderations would be dealt with only if the schools implement the evaluation system as required. The person who submits teachers' and learner's portfolio would refer the moderator to PS three (3) and four (4) if there were misunderstandings. In addition, the HoDs should evaluate teachers basing on PS one (1) to four (4). Their roles in terms of Employment of Educators Act (1998) are to manage the implementation of curriculum in their various departments in their school settings.

### **5.6.3 Recommendations on monitoring and evaluation of the implementation process**

The study revealed that some schools are unable to develop developmental programmes that support learning and teaching due to lack of funds. The IQMS manual (2003) indicated that for the success of educational outcomes, the department has to provide schools with facilities and resources. Therefore, it is important for the department to supply schools with facilities and resources on time. There would be no quality teaching prevailing in an overcrowded class with no resources. The principals, DSGs and SDTs should empower, motivate and train teachers to perform better. The principal should evaluate PS five (5) to seven (7), because these performance standards require leadership and management skills.

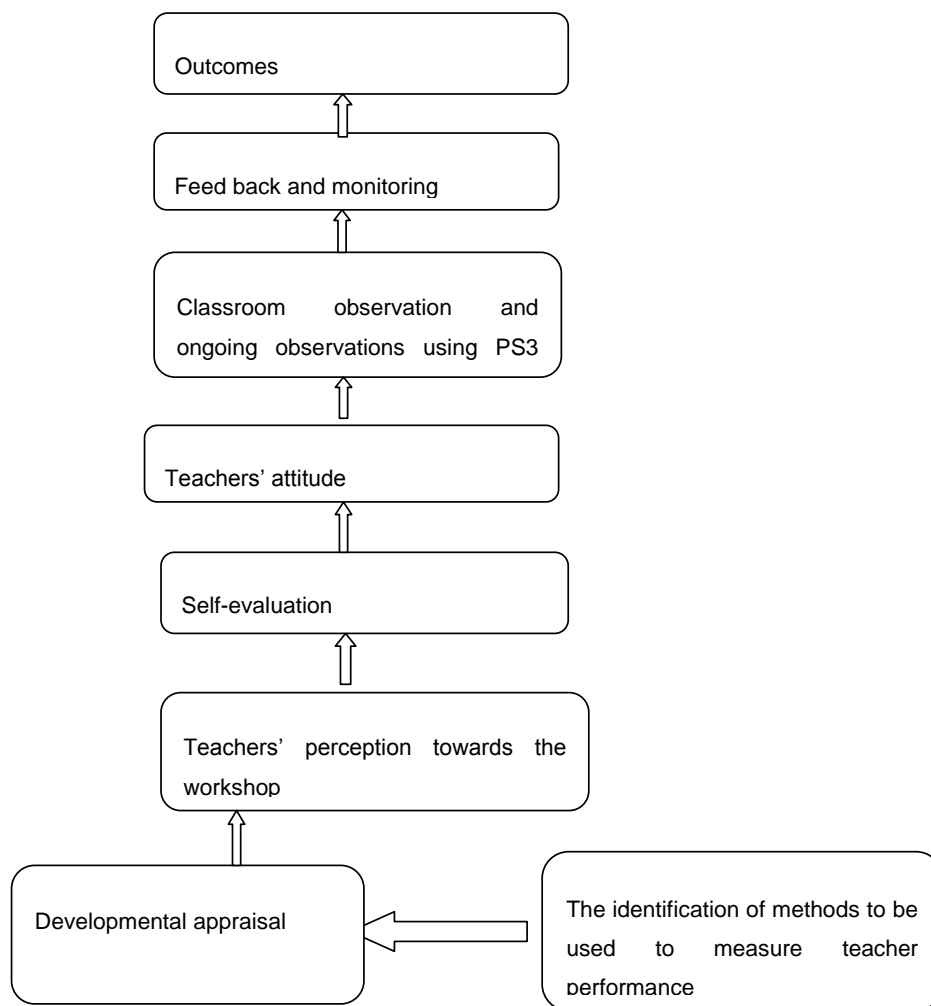
For effective teaching and learning to prevail in schools, the department need to supply schools with textbooks on time, build schools, and supply schools with teachers.

## **5.7 PROPOSED MODEL**

The study found that teachers were struggling to implement IQMS as required. IQMS should be implemented in schools to improve the quality of teaching. It is believed that if IQMS is implemented as stipulated in the manual, it will enable teachers identifies areas of strengths and weakness and provides them with a provision of development to enhance quality teaching. With the help and motivation from the principals, SMTs, SDTs, DSGs and teachers, the implementation will be effective only if the above mentioned know their roles. The effective implementation would enable them to describe progress against set targets.

Thus, the study proposes the simple logic model to implement IQMS at schools effectively. The table below illustrates the simple logic model. First, the model suggests that the school should first decide and identify methods they want to use to measure the performance of teachers. Different methods were studied in chapter 2. Second, after they have identified the methods, the principal or any member who has knowledge of IQMS from the school or outside the school should organise workshop teachers on the following aspects: explain to staff members what IQMS is; what are the benefits of IQMS to teachers, learners and the school; the workshop should specifically address issues relating to how IQMS should be implemented in the school, and thus the procedures of implementing IQMS (refer to chapter 2); make teachers understand the purposes, principles, processes and procedures of the IQMS ( how to fill in the evaluation form using the PS and develop the PGP); explain the roles of the individuals (principal, SMT, SDT, DSG and the teacher); on how to incorporate the schools' year plan in to account (drawn up by the SMT).





**Table 5.1: The proposed model**

Third, the perceptions of teachers towards the workshop should be investigated. The overall impression would be to influence the effective implementation since the degree of their acceptance affects the achievements of the implementation process. Fourth, after scrutiny of teachers' perceptions, teachers would be motivated to evaluate themselves. A time frame should be set by the SDTs. Self evaluation should be completed during the first term. It is important to investigate teachers' views when measuring their performance.

The principal, SMT and the SDT should check whether teachers filled in the forms correctly and included their strengths and weaknesses.

The next step is when the DSGs visit teachers in classroom and when the HoDs use PS 3 and PS 4 to evaluate the performance of teachers. The process should be monitored and the teachers be given feedback. Lastly, at the end of the year, the school should organise a meeting to review their progress. The school needs to check if there is an improvement in their performance. If not, they should revisit their mission statement and have strategies for improvement.

#### **5.8 CONTRIBUTIONS OF THE STUDY**

The study outlined challenges experienced by teachers when implementing the evaluation system, IQMS in schools. The study has a role in helping teachers evaluate their practices, manage the curriculum and implement IQMS as required. The rise and the fall of the education system rest on their shoulders. The findings based on the objectives highlighted views considered by the principals, SDTs and teachers when implementing IQMS.

#### **5.9 LIMITATIONS OF THE STUDY**

The study focused on four schools in Waterberg District and four in Mogalakwena District. This is a limited target population of the principals, SDTs and teachers which may not represent all schools in the two districts, the province or the country. This makes it difficult to generalize the findings beyond the eight schools in which the study was conducted. It is left to the reader to decide how relevant the findings are to their particular setting.

#### **5.10 RECOMMENDATIONS FOR FURTHER STUDIES**

The following views deserve further investigation. In view of the limited scope of this study, it is recommended that a more in-depth study should be conducted

to provide more insight into the topic. There is a need for more investigation and comparison on how teacher evaluation is implemented in schools. Thus, in advantaged and disadvantaged schools. For example, advantaged schools are former model C and the disadvantaged schools are those in rural areas.

The study explored how the sampled schools implement IQMS; methods used to measure teacher performance; strategies used to manage and monitor the effectiveness of IQMS implementation; and the outcomes of IQMS if implemented effectively. The views of the DSGs, SMTs and learners were omitted. It is therefore recommended that further studies investigate the perceptions of the DSGs, SMTs and learners directly. The participants pointed out that teachers selected their friends to be their DSGs and the principals shifted their roles to deputy principals and PS four expects teachers to demonstrate competence in monitoring and assessing learner progress and achievement. In addition, learners are the primary consumers of teachers; the evaluation system can be thoroughly evaluated by considering their views and their actual achievements.

Amongst the findings, schools do not revisit their vision statement. The achievement of quality teaching, including IQMS implementation does not only dependent on strategies of the implementation. Deeper studies may help to investigate interactive relationship between the vision statement and teacher appraisal.

#### **5.11 CONCLUDING REMARKS**

The purpose of the study was to investigate how IQMS was implemented at sampled schools, common method used to measure teacher performance and strategies used by the management to monitor and evaluate the implementation process. The findings, conclusions and recommendations of this study serve as a departure point of addressing difficulties experienced by teachers when implementing IQMS.

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**ANNEXURE A**

Enq: MS Bokgola

P O Box 5464

Cell: 076 539 6262

Onverwacht

Email: sybil@lantic.net

0557

**TO: DSM (MOGALAKWENA DISTRICT)**

I, MS Bokgola, a PHD student (200307453) at the University of Limpopo hereby request to conduct research in four secondary schools in Mahwelereng Circuit.

I am conducting a research on the topic:

Towards an effective model in the evaluation of teacher quality in two Districts, Limpopo Province

The purpose of the study is to investigate how teacher evaluation (IQMS) is implemented at the sampled schools in the two Districts. Interviews of approximately 30 minutes with each participant (principals, SDTs and educators) will be scheduled. Documents such as the IQMS plans, minutes of the developmental meetings, Professional Growth Plans, School Improvement Plans, teachers IQMS files will be perused.

Confidentiality and anonymity of the participants will be considered and the schools names will be disclosed. The information required from the participants and schools is to help the researcher in the study to understand the experiences, feelings and perceptions of the participants on IQMS implementation.

For more information, do not hesitate to consult my supervisor: Prof MJ Themane, Department of Curriculum Studies, Faculty of Education, University



of Limpopo. Tel: 015 268 2928, Cell: 082 200 6042; email:  
[mahlaphlap@ul.ac.za](mailto:mahlaphlap@ul.ac.za).

Yours Faithfully

.....

MS Bokgola

**ANNEXURE B**

Enq: MS Bokgola

P O Box 5464

Cell: 076 539 6262

Onverwacht

Email: sybil@lantic.net

0557

**TO: DSM (WATERBERG DISTRICT)**

I, MS Bokgola, a PHD student (200307453) at the University of Limpopo hereby request to conduct research in four secondary schools in Palala Cluster.

I am conducting a research on the topic:

Towards an effective model in the evaluation of teacher quality in two Districts, Limpopo Province

The purpose of the study is to investigate how teacher evaluation (IQMS) is implemented at the sampled schools of the two Districts. Interviews of approximately 30 minutes with each participant (principals, SDTs and educators) will be scheduled. Documents such as the IQMS plans, minutes of the developmental meetings, Professional Growth Plans, School Improvement Plans, teachers IQMS files will be perused.

Confidentiality and anonymity of the participants will be considered and the schools names will be disclosed. The information required from the participants and schools is to help the researcher to understand the experiences, feelings and perceptions of the participants on IQMS implementation.

For more information, do not hesitate to consult my supervisor: Prof MJ Themane, Department of Curriculum Studies, Faculty of Education, University of Limpopo. Tel: 015 268 2928, Cell: 082 200 6042; email: [mahlaphlap@ul.ac.za](mailto:mahlaphlap@ul.ac.za).

Yours Faithfully

.....

Bokgola MS



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

WATFRIBERS DISTRICT

Ref: S 400

Enc: McInnis, T.M.

From: [education@wfr.gov.za](mailto:education@wfr.gov.za) / [education@wfr.gov.za](mailto:education@wfr.gov.za)

2014 June 02

To: Ms. M.S. Bekgola


P.O. Box 6312

Olwesiwathi

0357

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR  
SECONDARY SCHOOLS IN PALALA CLUSTER; PhD STUDIES AT THE  
UNIVERSITY OF LIMPOPO: YOURSELF

1. Receipt of your letter dated 18 May 2014 bearing on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct research on the topic "Towards an effective model in the evaluation of teacher quality in two Districts, Limpopo Province" for PhD studies is hereby granted on condition that the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools. Furthermore, please note that the interviews will also depend on the willingness of Principals / SPT / Educators to be interviewed.
3. Hoping that you will find the above in order.

  
DISTRICT SENIOR MANAGER

**ANNEXURE C**

Enq: MS Bokgola

P O Box 5464

Cell: 076 539 6262

Onverwacht

Email: sybil@lantic.net

0557

04 June 2004

Dear Circuit Manager

**REQUEST TO CONDUCT A RESEARCH IN YOUR CIRCUIT**

I hereby request to conduct a research project in your circuit on the topic:

Towards an effective model in the evaluation of teacher quality

The purpose of the study is to investigate how teacher evaluation (IQMS) is implemented at the sampled schools of your circuit. I request to conduct interviews with the principals, SDTs and educators. I will also peruse documents such as the IQMS plans; minutes of the developmental meetings; Professional Growth Plans; School Improvement Plans; teachers IQMS files will be perused.

The participants were assured of their anonymity and the name of the schools will not be mentioned in the study. A permission to conduct this study in your circuit has been granted by the District Senior Management. A copy of permission is attached for your reference.

Yours Faithfully

.....

MS Bokgola



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**  
ELLISRAS CIRCUIT

Ref : 19/08

19 JUNE 2014

Enq : Bopape MJ

Tel : 014 763 1467

TO : Ms M S Bukgola  
P. O Box 8312  
ONVERWACHT  
0557

Sir/Madam

**RE : REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR  
SECONDARY SCHOOLS IN PALALA CLUSTER: PhD STUDIES AT THE  
UNIVERSITY OF LIMPOPO: YOURSELF**

Receipt of your letter dated 18 May 2014 bearing on the above subject is hereby acknowledged.

In response thereto, please be advised that permission to conduct research on the topic "Towards an effective model in the evaluation of teacher quality in two Districts, Limpopo Province" for PhD studies is hereby granted on condition that the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools. Furthermore, please note that the interviews will also depend on the willingness of Principals/ SDT/ Educators to be interviewed.

Hoping that you will find the above in order

  
BOPAPE MJ (CIRCUIT MANAGER)

**ANNEXURE D**

Enq: MS Bokgola

P O Box 5464

Cell: 076 539 6262

Onverwacht

Email: sybil@lantic.net

0557

04 June 2004

TO: PRINCIPALS

**REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOL**

I hereby request to conduct a research project in your school on the topic:

Towards an effective model in the evaluation of teacher quality

The purpose of the study is to investigate how teacher evaluation (IQMS) is implemented at the sampled schools of the two Districts (Mogalakwena and Waterberg). I request to conduct interviews with the principals, SDTs and educators. I will also peruse documents such as the IQMS plans; minutes of the developmental meetings; Professional Growth Plans; School Improvement Plans; teachers IQMS files will be perused.

The participants were assured of their anonymity and the name of the schools will not be mentioned in the study. A permission to conduct this study in your circuit has been granted by the District Senior Management. A copy of permission is attached for your reference.

Yours Faithfully

.....

MS Bokgola

**ANNEXURE E**

Enq: MS Bokgola

P O Box 5464

Cell: 076 539 6262

Onverwacht

Email: sybil@lantic.net

0557

Date: .....

TO: PRINCIPALS/SDTs/Teachers

**REQUEST FOR YOUR CONSENT TO PARTICIPATE IN THE RESEARCH STUDY**

You are invited to participate in the study aimed at investigating your experiences, feelings and perceptions about IQMS implementation. Your identity and data collected will be treated confidentially and will only be accessible to the researcher. If you insist on your name being published, only the researcher will do so. The researcher will ensure that all the material remains confidential and stored safely.

The title of the study is "Towards an effective model in the evaluation of teacher quality".

**The purpose** of the study is to investigate how teacher evaluation (IQMS) is implemented at the sampled schools of the two Districts (Mogalakwena and Waterberg).

**What is expected of you as a participant:** Individual interview, observations and document analysis will be conducted with you and they will be tape-recorded if you give consent. The final report of the study will be made available to those participants who wish to read it.



This is to confirm that I (name)..... hereby agree to participate in the study. I understand that I can withdraw from the study at any time and that identification in the study will be my own decision.

I have read and fully understand the content of this consent letter and i hereby give my consent to participate in this study.

Signature of participant:.....

Signature of researcher:.....

Date: .....

Thank you for participating in this study.

**ANNEXURE F**

**INTERVIEW QUESTIONS FOR PRINCIPALS**

The purpose: To investigate how teacher evaluation is monitored and evaluated.

**DATE:** .....

**SCHOOL:** .....

**INTERVIEWER:**.....

**INTERVIEWEE:** .....

**DEMOGRAPHICS**

**GENDER**

Male

Female

**AGE GROUP**

20-27

28-37

38-47

48-57

58+

**EXPERIENCE IN THE POSITION**

Below three

4-10

11-20

21-30

30+

**DISTRICT**

Mogalakwena

Waterberg

**INTERVIEWING SCHEDULE**

**PROFILE OF THE SCHOOL**

1. What is the vision of your school?

.....  
.....

2. Do you revisit the vision statement?

If yes, when? .....

If no, in your opinion why is it important to revisit the vision statement?

.....

3. How many teachers are in your school?

.....

4. How many deputy principal(s) and HOD(s) are in your school and their nature of appointment?

.....

.....

5. What is the gender of the Deputy Principal (s) and HoD(s)?

.....

.....

6. How can you describe IQMS?

.....

.....

7. What do you consider to be the purpose of IQMS?

.....

.....

8. What are your feelings towards IQMS?

.....

.....

9. What can you do to make sure that IQMS is effective in your school?

.....  
.....

10. What do you think IQMS offer to teachers and school?

.....  
.....

11. Were you trained to implement IQMS?

If yes, how?.....

If no, why were you not trained and how many teachers were trained?

.....

12. How does your school go on making teachers to understand concepts such as performance standards, criteria and levels of performance?

.....  
.....

13. How did your school elect SDT members at your school?

.....  
.....

14. Are you the member of the SDT team?

If yes, what is your role in the team?

.....

If no, why are you not in the team?

.....

15. How do you implement Developmental Appraisal in your school?

.....

.....

16. How do you identify areas within your practice that need improvement?

.....

.....

17. Who develops the PGP?

.....

.....

18. What are your responsibilities in the evaluation process?

.....

.....

19. Who develops IQMS management plan?

.....

.....

20. Who conducts class visits?

.....

.....

21. Who are your DSGs?

.....

.....

22. How do you go about meeting the development needs of the staff at your school?

.....

.....

23. Does your school have developmental plans?

If yes, who develops it?

.....

If no, what are the reasons for not having the plan?

.....

24. When should schools implement the developmental plan?

.....

.....

25. What are the importances's of the developmental plans?

.....

26. What are the challenges of managing the implementation process?

.....

.....

27. Which method/s do you use to measure teacher performance at your school?

.....

.....

28. Do you think the method(s) in 27 improve(s) the performance of teachers?

If yes, in which way.

.....

If no, what should be done?

.....

29. Which strategies are you using to monitor and evaluate the implementation process of IQMS in your school?

.....

.....



30. How do you monitor the implementation of your developed SIP in your school?

.....  
.....

31. What support are you giving your staff regarding the implementation of your developed SIP in your school?

.....  
.....

32. Does your circuit/district provide sufficient mentoring and support to your school?

If yes, in which way?

.....

If no, how can your circuit/district support schools?

.....

**ANNEXURE G**

**INTERVIEW QUESTIONS FOR THE SDTs**

**The purpose:** To gain detail picture of how IQMS is carried out and managed

**DATE:** .....

**SCHOOL:** .....

**INTERVIEWER:** .....

**INTERVIEWEE:** .....

**DEMOGRAPHICS**

**GENDER**

Male

Female

**AGE GROUP**

20-27

28-37

38-47

48-57

58+

**EXPERIENCE IN THE POSITION**

Below three

4-10

11-20

21-30

30+

**DISTRICT**

Mogalakwena

Waterberg

**INTERVIEWING SCHEDULE**

1. What is the vision of your school?

.....  
.....

2. Do you revisit the vision statement?

If yes, when?.....

If no, in your opinion why is it important to revisit the vision statement? .....

.....

3. When do you reflect on your achievements?

.....

4. How was your component formulated?

.....  
.....

5. How many are you in the above component?

.....  
.....

6. What is the designation of each?

.....  
.....

7. Have you been orientated in IQMS?

.....  
.....

8. How can you describe IQMS?

.....  
.....

9. What do you consider to be the purpose of IQMS?

.....  
.....

10. What are your feelings towards this system?

.....  
.....

11. What do you think IQMS offer to school?

.....  
.....

12. How is your school implementing IQMS?

.....  
.....

13. How do you go about meeting the developmental needs of the staff at your school?

.....  
.....

14. How do you develop your School Improvement Plan (SIP)?

.....  
.....

15. How do you make sure that IQMS files are regularly updated?

.....  
.....

16. Who moderate the summative scores?

.....  
.....

17. How do you manage and evaluate the implementation process of IQMS in your school?

.....  
.....

18. Did you encounter challenges in the management and evaluation of the implementation process?

If yes, what are the challenges?

.....

If no, how can the management process be improved?

.....

19. How instruction flows in your school?

.....  
.....

20. What are your responsibilities in IQMS process?

.....  
.....

21. Who develops the IQMS management plan?

.....  
.....

22. Who conduct class visits?

.....  
.....

23. How do you go about meeting the developmental needs of the staff at your school?

.....  
.....

24. How do you link developmental appraisal to the school improvement plan?

.....  
.....

25. How do you train staff members on procedures and processes of the IQMS?

.....  
.....

26. How do you prepare and monitor the IQMS management plan?

.....  
.....

27. How do you formulate your School Improvement Plan (SIP)?

.....  
.....

28. How do you make sure that IQMS files are regularly updated?

.....  
.....

29. Does your circuit/district provide sufficient mentoring and support to your school?

If yes, in which way?

.....

If no, how can your circuit/district support schools?

.....

30. Does your principal support you in the implementation of the process?

If yes, in which way?

.....

If no, how should he/she support you?

.....

31. Which methods do you use to measure teacher performance?

.....

.....



32. Do you think the method(s) in 31 improve(s) the performance of teachers?

If yes, in which way.

.....

If no, what should be done?

.....

**ANNEXURE H**

**INTERVIEW QUESTIONS FOR THE TEACHERS**

**The purpose:** To gain detail picture of how IQMS is carried out and managed

**DATE:** .....

**SCHOOL:** .....

**INTERVIEWER:** .....

**INTERVIEWEE:** .....

**DEMOGRAPHICS**

**GENDER**

Male

Female

**AGE GROUP**

20-27

28-37

38-47

48-57

58+

**EXPERIENCE IN THE POSITION**

Below three

4-10

11-20

21-30

30+

**DISTRICT**

Mogalakwena

Waterberg

**Interview Questions for Teachers**

1. How long have you been in this school?

.....  
.....

2. Who is your Development Support Group?

.....  
.....

3. What are your feelings about the group?

.....  
.....

4. How was the group selected?

.....  
.....

5. Is the group supporting you?

If yes, in which way?

.....

If no, what do you think should be done?

.....

6. In your opinion, what are the main responsibilities for the group?

.....  
.....

7. How do you identify areas within your practice that need improvement?

.....  
.....

8. How do you act on them?

.....  
.....

9. What are the barriers to practice improvement?

.....

.....

10. Do you feel the method you currently use adequately improves your teaching?

If yes, in which way?

.....

If no, what should be done?

.....

11. How do you develop your Personal Growth Plan?

.....

.....

12. Have you been orientated on how to implement the evaluation process?

If yes, when, and what was about the orientation?

.....

If no, what should be done during the orientation on guiding teachers to implement the evaluation process?

.....

13. How do you view this evaluation process?

.....

.....

14. How do you implement the evaluation process?

.....  
.....

15. What do you think the evaluation process offer to schools?

.....  
.....

16. Who moderates your summative scores?

.....  
.....

17. How do you make sure that your portfolio file is regularly updated?

.....  
.....

18. Do you have developmental programmes in your school?

If yes, how were they designed?

.....

If no, in your opinion how should they be designed?

.....

19. Does the circuit/district provide sufficient mentoring and support to your school?

If yes, in which way?

.....

If no, in your opinion how can the circuit/district help schools?

.....

**ANNEXURE I**

**OBSERVATION GUIDE**

**PURPOSE:**

**Date:**.....

**School:** .....

**Location:** .....

Location	S: A	S: B	S: C	S: D	S: E	S: F	S: G	S: H
Quintile								
Aspects to be observed								
<b>Teachers</b>								
Attendance of classes								



Honouring the bell Classroom management Communication with learners, colleagues and the management								
<b>Learners:</b> Movements during lessons Honouring the bell Communication with learners, teachers and the management								
<b>Surroundings</b> Vegetable garden Cleanliness Garbage Vandalism								

Graffiti								
Security								
<b>Classrooms</b>								
Cleanliness								
Rules								
Inventory lists								
Timetable								
Anything on the notice boards								
Sitting arrangements								
Resources								

**ANNEXURE: J**

**SCHOOL:** .....

**DOCUMENT ANALYSIS:**

Aim: To identify the extent to which these documents are consistent with the departmental policy requirements on teacher evaluation

School's IQMS File:

.....  
.....  
.....

Teacher's IQMS File (Self- evaluation forms and the arrangement of the file)

.....  
.....  
.....

Records of meetings (minutes of the SDTs, Minutes of the SMTs, and staff minutes)

.....  
.....  
.....

Availability of PGPS and SIPs

.....  
.....  
.....

Teacher's portfolios (checking whether the assessments are moderated before written by learners)

.....  
.....  
.....

Learner's Portfolio (checking whether learner's books are controlled, learners are given feedback; the HODs are moderating the portfolios)

.....  
.....  
.....

Availability of the vision statement

.....  
.....  
.....

Availability of subject policies and other policies

.....

.....

.....

Analysis: .....

.....

.....

.....

.....



<b>Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT</b>				
Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process				
Question: Does the educator create a suitable environment and climate for learning and teaching?				
<b>CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity</b>				
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Educator and learners appear uninterested.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>No discipline and much time are wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Learners are engaged in appropriate activities for most of the lesson.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Learners are disciplined and learning is not interrupted unnecessarily.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Learning environment is free of obvious discrimination</li> </ul>			

<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>• Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>• The environment is stimulating and the learners participate actively.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>• Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>• Educator acknowledges and respects individuality and diversity.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning.			
(b)	Learners participate actively and are encouraged to exchange ideas with confidence and to be creative.			
(c)	Learners are motivated and self-disciplined.			
(d)	Educator uses inclusive strategies and promotes respect for individuality and diversity.			
Unacceptable = 1		Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		



**Performance Standard 1**

Total		
Max. 16		

	<b>Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES</b>			
	Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.			
	Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?			
	<b>CRITERIA: (a) Knowledge of learning area, (b) skills, (c) goal setting, (d) involvement in learning programmes</b>			
	<b>Level of Performance</b>	<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Educator conveys inaccurate and limited knowledge of learning area.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>No skill in creating enjoyable learning experiences for learners.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Little or no evidence of goal-setting to achieve curriculum outcomes.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Makes no attempt to interpret the learning programmes for the benefit of learners.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Educator's knowledge is adequate but not comprehensive.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Has some skill in engaging learners and relating the learning programme to learners' needs.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Evidence of some goal setting to achieve curriculum outcomes.</li> </ul>			

(d)	<ul style="list-style-type: none"> <li>Makes some attempt to interpret the learning programmes for the benefit of learners.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Educator is able to use knowledge and information to extend the know-ledge of learners.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Educator skilfully involves learners in learning area.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Makes every endeavour to set realistic goals to achieve curriculum outcomes.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Displays great enthusiasm in interpreting learning programmes in the interests of the learners.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.			
(b)	Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.			
(c)	Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.			
(d)	Excellent balance between clarity of goals of learning programme and expression of learner needs interests and background.			

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Rating**

**Performance Standard 2**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

<p><b>Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION (Note: “Evidence of planning: does not imply that there must be written lesson plans. However it must be clear that the lesson has been planned)</b></p>				
<p>Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.</p>				
<p>Question: Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?</p>				
<p><b>CRITERIA: (a) Planning (b) Presentation, (c) Recording, (d) Management of Learning Programmes</b></p>				
	<b>Level of performance</b>	<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Little or no evidence of lesson planning.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lesson not presented clearly.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>No records are kept.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge.</li> </ul>			

<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Lesson planning not fully on a professional standard.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lessons are structured and relatively clearly presented.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Evidence of essential records of planning and learner progress is available.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Lesson planning is generally clear, logical and sequential.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lessons are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Essential records of planning and learning progress are maintained at a high level of proficiency.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	Lesson planning is abundantly clear, logical, sequential and developmental.			

(b)	Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities.			
(c)	Outstanding record keeping of planning and learner progress.			
(d)	Excellent involvement of learners in lessons in such a way that it fully supports their needs and the development of their skills and knowledge.			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 3**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

<b>Performance Standard: 4. LEARNER ASSESSMENT/ACHIEVEMENT</b>					
<b>Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.</b>					
<b>Question: Is assessment used in order to promote teaching and learning?</b>					
<b>CRITERIA: (a) Feedback to learners, (b) Knowledge of assessment techniques, (c) Application of techniques, (d) Record keeping</b>					
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>	
<b>1</b>	<b>Unacceptable</b>				
(a)	<ul style="list-style-type: none"> <li>No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.</li> </ul>				
(b)	<ul style="list-style-type: none"> <li>Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.</li> </ul>				
(c)	<ul style="list-style-type: none"> <li>Assessment results do not influence teaching strategies.</li> </ul>				
(d)	<ul style="list-style-type: none"> <li>No evidence of records or records is incomplete and irregular.</li> </ul>				

<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Some evidence of feedback.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Has a basic understanding of different types of assessment.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Some evidence of corrective measures and remedial activity based on assessment results.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Maintains essential records.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Feedback is regular, consistent and timeously provided.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>A variety of assessment techniques are used, allowing learners to demonstrate their talents.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Lessons are appropriately tailored to address learners' strengths and areas of weakness.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Records are systematically, efficiently and regularly maintained.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Feedback is insightful, regular, consistent,</li> </ul>			

	timeous, and built in to lesson design			
(b)	<ul style="list-style-type: none"> <li>Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Records are easily accessed and provide insights into individual learners' progress.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 4**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		



**Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES**

**Expectation: The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills**

**Question: Does the educator participate in professional growth activities?**

**Criteria: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development**

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Little or no evidence of professional development</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Makes no attempt to participate in professional bodies</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Displays no, or superficial, knowledge on educational issues</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Exhibits negative attitude towards development, seminars, etc</li> </ul>			

<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>There is evidence of some attempt to develop oneself professionally</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Evidence of some participation in professional bodies, e.g. trade union, learning area association, etc</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Shows some knowledge of educational issues</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Seeks further professional development</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Participates eagerly in professional development programmes to improve job performance.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Plays a role in professional bodies and involves colleagues.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Demonstrates clear awareness of current education issues</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Stays informed in his/her field by reading or participating in conferences and training opportunities</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Takes a leading role in initiating and delivering professional development</li> </ul>			

	opportunities			
(b)	<ul style="list-style-type: none"> <li>Takes up leading positions in professional bodies and involves colleagues</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is informed and critically engages with current education issues.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 5**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

<b>Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT</b>				
<b>Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school</b>				
<b>Question: Does the educator create and maintain sound human relations with colleagues and learners?</b>				
<b>CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation</b>				
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>The educator is insensitive to learner needs.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>No evidence of human relation skills in communicating with learners, staff and parents.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Interacts inappropriately with learners, staff and parents.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Lacks tact and courtesy and is not co-operative.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Some evidence of the educator being sensitive to learner needs.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Some evidence of positive relationships with individuals.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Interacts appropriately with individuals.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Cooperates with learners, staff and parents.</li> </ul>			
<b>3</b>	<b>Good</b>			

(a)	• Designs internal work processes to cater for learner needs.			
(b)	• Establishes trust and shows confidence in others & supports school regulations, programmes and policies.			
(c)	• Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.			
(d)	• Shares information openly, whilst respecting the principle of confidentiality.			
<b>4</b>	<b>Outstanding</b>			
(a)	• Adds value to the institution by providing exemplary service in terms of learner needs.			
(b)	• Demonstrates respect, interest and consideration for those with whom he/she interacts.			
(c)	• Conducts self in accordance with organisational code of conduct and handles contacts with parents/ guardians in a professional and ethical manner.			
(d)	• Supports stakeholders in achieving their goals.			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 6**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		

<b>Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION</b>					
<b>Expectation: The educator participates in extra-curricular and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.</b>					
<b>Question: Does the educator participate in extra-curricular and co-curricular activities and is s/he involved with the administration of these activities?</b>					
<b>CRITERIA: (a) Involvement; (b) Holistic Development; (c) Leadership and Coaching; (d) Organisation and Administration</b>					
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>	
<b>1</b>	<b>Unacceptable</b>				
(a)	<ul style="list-style-type: none"> <li>The educator is not involved in extra-curricular or co-curricular activities</li> </ul>				
(b)	<ul style="list-style-type: none"> <li>Makes no attempt to use these activities for the holistic development of learners</li> </ul>				
(c)	<ul style="list-style-type: none"> <li>Leadership and coaching is inadequate.</li> </ul>				
(d)	<ul style="list-style-type: none"> <li>Organisation and administration is poor.</li> </ul>				
<b>2</b>	<b>Satisfies minimum expectations</b>				
(a)	<ul style="list-style-type: none"> <li>Not fully involved in extra-curricular and co-curricular activities</li> </ul>				
(b)	<ul style="list-style-type: none"> <li>Makes some effort to use these activities for the</li> </ul>				

	holistic development of learners			
(c)	<ul style="list-style-type: none"> <li>Leadership and coaching is at an acceptable level</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Organisation and administration is at an acceptable level.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Educator is fully involved in extra-curricular and co-curricular activities.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Educator skilfully involves learners in all activities</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Evidence of good leadership and coaching at a pleasing standard</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Administration and organisation is conducted professionally.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Educator plays a leading role and encourages learners and staff to arrange and participate in-activities</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Educator is most successful in using these activities for the holistic development of learners.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Leadership and coaching is at an exceptional standard.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Administration and organisation is outstanding</li> </ul>			

Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 7**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		

<b>Performance Standard: 8. ADMINISTRATION OF RESOURCES AND RECORDS</b>
<b>Expectation: The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution</b>
<b>Question: Does the quality of administration contribute to building an effective institution?</b>



<b>CRITERIA: (a) Utilisation of resources; (b) Instructions; (c) Record keeping; (d) Maintenance of infrastructure; (e) Circulars</b>					
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>	
<b>1</b>	<b>Unacceptable</b>				
(a)	<ul style="list-style-type: none"> <li>Does not utilise resources (human, physical or financial) optimally or abuses these resources.</li> </ul>				
(b)	<ul style="list-style-type: none"> <li>No clear instructions or guidelines are provided. Staff members are unsure what is expected of them. There is no mentoring or support of staff.</li> </ul>				
(c)	<ul style="list-style-type: none"> <li>Financial and other records are not kept or are incomplete and do not comply with departmental requirements.</li> </ul>				
(d)	<ul style="list-style-type: none"> <li>Premises, buildings and equipment are not properly maintained or are abused. There are no proper control measures or systems in place.</li> </ul>				
(e)	<ul style="list-style-type: none"> <li>Departmental circulars are not brought to the attention of staff members. No proper</li> </ul>				

	record is maintained and circulars are often lost.			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>• Uses resources appropriately.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>• Gives clear instructions and provides guidelines with regard to administrative duties to be performed. Staffs are able to meet expectations.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>• Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>• Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control of their usage.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>• All Departmental circulars (and other information received) in respect of things that affect them, are brought to the attention of staff members.</li> </ul>			
<b>3</b>	<b>Good</b>			

(a)	Uses resources effectively and efficiently.			
(b)	Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff know what is expected of them and, through mentoring, supports staff in those duties.			
(c)	Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the institution.			
(d)	Premises, buildings, equipment are used – and maintained well. There is evidence of improvement in this regard.			
(e)	All circulars and other relevant information are always brought to the attention of staff in good time.			
4	Outstanding			

(a)	Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution.			
(b)	Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm.			
(c)	Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.			
(d)	Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs or replacements are affected promptly. Control/monitoring systems are in place.			
(e)	Departmental circulars and			

<p>other relevant information are consistently brought to the attention of staff members in good time. Where necessary, discussions are initiated to ensure that the context is understood. Responses are developed when necessary. Follow-up is managed when necessary.</p>			
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**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 8**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

<b>Performance Standard: 9. PERSONNEL</b>				
<b>Expectation: Manages and develops personnel in such a way that the vision and mission of the institution are accomplished.</b>				
<b>Question: Does s/he manage staff by applying the principles of democracy?</b>				
<b>CRITERIA: (a) Pastoral Care; (b) Staff Development; (c) Provision of leadership; (d) Building commitment and confidence</b>				
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations Development</b>	<b>for Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>No evidence of any pastoral care for personnel.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Does not contribute to or participate in staff development programmes.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Does not provide any professional leadership within the institution.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>No evidence of building commitment and confidence in staff.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Provides pastoral care to staff members but infrequently</li> </ul>			

(b)	<ul style="list-style-type: none"> <li>Some evidence of staff development.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Offers professional advice to staff where necessary.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Motivates staff members when necessary but not regularly.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Displays personal interest in the well being of others.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Guides and supervises the work of all staff and formulates staff development programmes on a regular basis.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Manages staff professionally by applying democratic principles and acknowledges labour and other rights of individuals.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Initiates, supports and encourages new ideas.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Ensures that staff training and mentoring programmes are developed, implemented and evaluated.</li> </ul>			

(c)	<ul style="list-style-type: none"> <li>Gives direction to staff in realising the institution's strategic objectives.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.</li> </ul>			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 9**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		



<b>Performance Standard: 10. DECISION MAKING AND ACCOUNTABILITY</b>				
<b>Expectation: The educator establishes procedures that enable democratic decision-making and accountability within the institution</b>				
<b>Question: Does the educator establish structures that enable/ensure active participation by all stakeholders in decision making processes and are there to clear lines of accountability?</b>				
<b>CRITERIA: (a) Stakeholder Involvement; (b) Decision making; (c) Accountability/responsibility; (d) Motivation; (e) Objectivity/Fairness</b>				
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>	<b>Contextual factors</b>
<b>1</b>	<b>Unacceptable</b>			
(a)	<ul style="list-style-type: none"> <li>Makes little or no attempt to involve all stakeholders in decision making processes. There is little or no evidence of consensual decision making.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Lacks decision-making skills, makes autocratic decisions without consultation or is reluctant to make any decisions or decisions are frequently illogical and not the best option.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Does not take responsibility for any decisions that are made; often tries to put the blame on someone else if decisions are proved to be wrong.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Is not decisive: is unable to earn the respect of staff members with regard to the quality of decisions made and is not motivated to take a leadership role.</li> </ul>			

(e)	<ul style="list-style-type: none"> <li>Decisions are seldom taken and where they are it is apparent that objectivity and fairness were not considered important.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Establishes structures and procedures that enable the involvement of all stakeholders.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Has decision making skills; takes different views into account when making decisions.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Takes responsibility for decisions made in most instances; sometimes tries to justify decisions that have been proved wrong.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Is decisive, earns the respect of staff members and is able to motivate staff to participate in decision making.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Decisions taken reflect that objectivity and fairness were considerations.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Ensures that all stakeholders are actively involved in decision making and that the necessary procedures are followed.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Have good decision making skills: Is able to take different points of view into account and to base decisions on sound logic.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is prepared to be held accountable for the decisions made.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Staff members are willing to participate in decision making</li> </ul>			

	processes and respect the decisions taken.			
(e)	<ul style="list-style-type: none"> <li>Objective and sound decisions take contextual factors into account in order to arrive at decisions that are fair.</li> </ul>			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>Ensures that whenever possible and appropriate decisions are arrived at by consensus.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Decisions, based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Is prepared to be held accountable for the decision making process as well as taking responsibility for the decisions. Does not pass on the blame for wrong decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive rather than reactive.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Staffs recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair.</li> </ul>			

Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 10**

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

Performance Standard: 11. Leadership, communication and servicing the governing body			
<b>Expectation: The educator demonstrates/has well-developed leadership qualities.</b>			
<b>Question: Is the educator able to take the lead and act decisively in terms of priorities and opportunities?</b>			
<b>CRITERIA: (a) Leadership; (b) Support; (c) Communication; (d) Systems; (e) Commitment and confidence; (f) Initiative, Creativity</b>			
<b>Levels of Performance</b>		<b>Strengths</b>	<b>Recommendations for Development</b>
<b>1</b>	<b>Unacceptable</b>		
(a)	<ul style="list-style-type: none"> <li>Demonstrates poor (or no) leadership qualities. Is reluctant to take the lead and/or has not earned the respect of colleagues; often feels</li> </ul>		

	threatened.			
(b)	<ul style="list-style-type: none"> <li>Is unable to provide support; does not mentor or provide guidance; may often undermine colleagues; is not approachable.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Does not communicate with colleagues, parents or the School Governing Body; does not share information or ideas. Is not prepared to listen to alternative points of view.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Does not work to any particular system; is disorganised and is unable to manage or control specific projects or initiatives. Productivity is low.</li> </ul>			
(e)	<ul style="list-style-type: none"> <li>Lacks commitment and confidence. Is easily swayed when challenged. Does not follow through on tasks and is easily distracted. Time management is weak/ poor.</li> </ul>			
(f)	<ul style="list-style-type: none"> <li>Lacks initiative and is not creative. Will not attempt tasks without clear directives.</li> </ul>			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	<ul style="list-style-type: none"> <li>Takes the lead in encouraging teamwork and empowers colleagues.</li> </ul>			
(b)	<ul style="list-style-type: none"> <li>Provides guidance and support to enable colleagues to improve.</li> </ul>			
(c)	<ul style="list-style-type: none"> <li>Consults with colleagues, parents and the governing body, shares information and provides reports back, is transparent and listens to alternative points of view.</li> </ul>			
(d)	<ul style="list-style-type: none"> <li>Works to basic systems; is organised and productivity is</li> </ul>			

	acceptable.			
(e)	<ul style="list-style-type: none"> <li>Is confident and is committed to serving the learners, parents and the SGB. Is focused and persistent. Will follow through on tasks until completed.</li> </ul>			
(f)	<ul style="list-style-type: none"> <li>Implements systems and structures in a familiar environment, is prepared to attempt to improve existing systems.</li> </ul>			
<b>3</b>	<b>Good</b>			
(a)	<ul style="list-style-type: none"> <li>Provides strong leadership and direction to enable colleagues to realise strategic objectives.</li> </ul>			
(b)	Values colleagues as individuals, acknowledges their ideas; provides ongoing support and is available to guide and advise them.			
(c)	Consults with colleagues, parents and governing body; shares ideas and information; takes alternative points of view into account.			
(d)	Has improved systems that are appropriate for specific circumstances; is organised and is able to track progress. Productivity is above average.			
(e)	Has built up experience which is the			

	basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed within deadlines			
(f)	Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes.			
<b>4</b>	<b>Outstanding</b>			
(a)	<ul style="list-style-type: none"> <li>• Translates strategic objectives into action plans and inspires colleagues; engenders trust; colleagues are motivated.</li> </ul>			
(b)	Works with colleagues to effect improvements on an ongoing basis; is approachable and shares information and provides support while encouraging independent thinking and innovation.			
(c)	Consults with all stakeholders and listens to alternative points of view; is transparent; shares information and provides regular feedback. Responds positively to constructive criticism.			
(d)	Is innovative and has created effective systems for managing and tracking work			

	in progress. Systems are streamlined and efficient. Productivity is high.			
(e)	Time management is very good; is able to multitask without losing focus. Takes on additional tasks or assists colleagues.			
(f)	Is innovative and creative; thinks critically and is prepared to test new ways of doing things in order to increase efficiency.			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 11**

Criteria	Raw Scores	Final Scores
A		
B		
C		
D		
Total		
Max. 16		



Performance Standard: 12. STRATEGIC PLANNING, FINANCIAL PLANNING

**Expectation: The educator displays competence in planning and education management development**

**Question: Does the manager administer the different management processes efficiently and effectively?**

**CRITERIA: (a) Strategic Planning; (b) Financial Planning; (c) Project Management; (d) Communication**

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
<b>1</b>	<b>Unacceptable</b>			
(a)	▪ No evidence of strategic planning and EMD			
(b)	▪ No/little evidence of financial planning and budgeting.			
(c)	▪ No pre-planning/management of specific projects/interventions			
(d)	• Does not consult with stakeholders on decisions that affect them.			
<b>2</b>	<b>Satisfies minimum expectations</b>			
(a)	▪ Has some evidence of EMD, and strategic planning.			
(b)	▪ Basic financial records are in order and some evidence of budgeting			

(c)	▪ Some evidence of attempt to plan and monitor specific projects.			
(d)	▪ Some communication with stakeholders takes place			
<b>3</b>	<b>Good</b>			
(a)	▪ Prepares strategic plans with the intention of achieving the school goals.			
(b)	▪ Maintains accurate and detailed financial records for financial planning, and accountability in terms of budget			
(c)	▪ Projects are planned, monitored and effectively managed			
(d)	▪ All stakeholders are fully consulted.			
<b>4</b>	<b>Outstanding</b>			
(a)	▪ Goals and strategic plans are developed and updated with participation of stakeholders.			
(b)	▪ Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.			
(c)	▪ Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions			
(d)	▪ Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.			

**Rating**

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
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**Performance Standard 12**

<b>Criteria</b>	<b>Raw Scores</b>	<b>Final Scores</b>
a		
b		
c		
d		
Total		
Max. 16		